



Three Rivers Charter School

Board Meeting

Date and Time

Tuesday December 15, 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	60
E. Board Members	FYI	Jaimi Parsons	20
IV. Discussion			
A. New Facilities Discussion	FYI	Roger Coy	20
B. Board of Directors - Welcome Packet	FYI	Andrea Hadik-Barkoczy	20
C. Fundraising Directions	FYI	Roger Coy	20
D. Webinar	FYI	Jaimi Parsons	30
E. Formulate Truancy Policy	FYI	Roger Coy	20
F. Discuss Student Handbook	FYI	Jaimi Parsons	30
G. Health Benefits	FYI	Roger Coy	30
H. Potential Board Member Isabel Saldana	Discuss	Jaimi Parsons	10
I. Diploma choices	Discuss	Roger Coy	20
V. Action Items			
A. Adopt Meeting Minutes	Approve Minutes	Jaimi Parsons	5

B. Board of Directors - Welcome Packet	Vote	Andrea Hadik-Barkoczy	5
C. Parent Student Handbook	Vote	Roger Coy	10
D. Board Member Recruitment	FYI	Jennifer Tyler	5
E. Truancy Policy	FYI	Roger Coy	5
F. Calendar 16-17	FYI	Roger Coy	5
G. Waiver for ADA for day closure 12-11-15	Vote	Roger Coy	5

VI. Closing Items

A. Adjourn Meeting	FYI	Jaimi Parsons	5
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Agenda Cover Sheets

Section: **III. Reports**
Item: C. Teachers
Purpose: FYI
Key Result:
Submitted by:
Related Material: Class_Write_Dec_15-3.docx

Section: **III. Reports**
Item: D. School Director
Purpose: FYI
Key Result:
Submitted by:
Related Material: DirectorReporttotheBoard121115.docx
K2 Survey.pdf
Teacher Surveys.docx
Three Rivers Charter School Bd Letter.pdf
ThreeRiversCharterSchoolRpt15.pdf

Section: **IV. Discussion**
Item: E. Formulate Truancy Policy
Purpose: FYI
Key Result:
Submitted by:
Related Material: Proposed Truancy Policy.docx
TruancyProcedures.doc

Section: **IV. Discussion**
Item: F. Discuss Student Handbook
Purpose: FYI
Key Result:
Submitted by:
Related Material: TRCSSStudentParentHandbook2015.doc

Section: **IV. Discussion**
Item: G. Health Benefits
Purpose: FYI
Key Result:
Submitted by:
Related Material: Payscales.pdf
Teacher Pay and Benefits Review.docx

Section: **IV. Discussion**
Item: H. Potential Board Member Isabel Saldana
Purpose: Discuss
Key Result:
Submitted by:
Related Material: IsabelApp.pdf

Section: **IV. Discussion**
Item: I. Diploma choices
Purpose: Discuss
Key Result:
Submitted by:
Related Material: High School Graduation Requirements (Autosaved).docx

Section: **V. Action Items**
Item: F. Calendar 16-17
Purpose: FYI
Key Result:
Submitted by:
Related Material: 2016-2017 Calendar (Proposed).pdf



Three Rivers Charter School

Minutes

Board Meeting

Date and Time

Tuesday November 17, 2015 at 5:45 PM

Location

High School Classroom

Board Members Present

A. Hadik-Barkoczy, E. Detrick, J. Parsons, J. Tyler, N. Chaves

Board Members Absent**Guests Present**

Chase Clark, Jessica Ehlers, Jody Stickels, Kathleen Kasperson, Kim Morgan, Marcia Mollet, 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 Nov 17, 2015 @ 5:51 PM at High School Classroom.

B.Record Attendance and Guests**C.Approve Agenda**

N. Chaves asked to delete the Closed session since it is not justified under any California Education Code.

A. Hadik-Barkoczy made a motion to approve the agenda as amended.

N. Chaves seconded the motion.

The board **VOTED** unanimously to approve the motion. Removed Closed Session.

II. Community Comment

A.Community Comment

J. Ehlers rejoined our school and is very happy to be back!

III. Reports

A.Parent Network Representative

R. Coy reviewed the meeting notes.

B.Student Representative

*See agenda

C.Teachers

*See agenda

D.School Director

*See agenda

E.Board Members

IV. Discussion

A.Board Recruitment

The Board had a dialogue with Board Member Applicant Jody Stickels

B.Special Education Presentation

C.16-17 Calendar Discussion

D.New Facilities Discussion

R. Coy updated the Board on the status of our current facilities as well as the search for a new site.

E.Board of Directors - Job Description

A. Barkotsy will research and create a proposed new Board member welcome packet, including Board member requirements.

F.Fundraising Directions

R. Coy will research, create and present some suggestions at our next meeting.

G.Right Data

Board members will view the Power Point presentation to discuss at the next meeting.

V. Action Items

A.Adopt Meeting Minutes

A. Hadik-Barkoczy made a motion to approve minutes from the Board Meeting on 10-20-15.

J. Tyler seconded the motion.

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

B.Approve J. Tyler as Treasurer

N. Chaves made a motion to approve J. Tyler as Treasurer.

E. Detrick seconded the motion.

The board **VOTED** to approve the motion. J. Tyler abstained.

C.Board of Directors - Job Description

*Pushed to next meeting

D.16-17 Calendar

J. Tyler made a motion to adopt the calendar as written with the exception of changing the first day of school to 8/22/15 and the last day to 6/16/17.

E. Detrick seconded the motion.

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

E.Parent Student Handbook

*Pushed to next meeting

VI. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:18 PM.

Respectfully Submitted,

N. Chaves

Class Write-ups Dec 15, 2015

Class 1-2

The 1/2 class has been working on a geography unit about landforms this month. Students learned to identify different landforms such as mountains, valleys and peninsulas. They build various landforms in salt dough, painted them and arranged them on a plate painted as a map with land and water. It has been an exciting hands on learning experience for the class. We are on track with the math program with students showing success on assessments as we work through the chapters. We have been focussed on writing paragraphs, nouns and verbs, and increasing fluency and comprehension in reading. The students continue to enjoy having Ms. Lynn for music and our aide Sarah has been a great help in designing and carrying out art projects.

Class 3-4

- Finished Trumpet of the Swan; next semester we will start another novel; I hope to do three novels this year, if possible.
- Working on several art projects
- Nearing the end of the CCSS math book, first tome
- Working on writing; learning to properly construct paragraphs (in the interactive notebook), while responding to prompts requiring higher order thinking
- Furiously working on California Missions project – difficult for a few of the third graders, but we are providing a lot of in class support, and time, to minimize homework demands. Written reports are almost finished. Fourth graders are rocking it!
- Tea Time 12-11-15 with Ms. Morgan's students as guests
- Wednesday swap with Ms. Normoyle is going well; she does drama in my class while I do art with her class.
- Mendo County Road Show was very nice; with the exception of sitting still, I think the 4th graders really enjoyed it.

Class 5-6

5th and 6th grade are working on their novels which will be due next week and then published. They have been working very hard.

They also have been working on their 2nd book report which is on a Newbery Award winner book and they also create a diorama from a scene in the book.

The Mendocino County Roadshow came out on Thursday, and did a presentation to our 4th and 5th graders. It was about the Oregon Trail and California History. They sang songs and told stories. The students really enjoyed it.

We will have our Winter party on Friday, 12/18!
Happy Holidays!

Class Jr. high

The Junior High students are coming up on the last week of the NaNoWriMo novel writing project. Students have been typing away and will be sending off their drafts Wednesday, Dec 16th. In Life Science students have been learning about Darwin's voyage to the Galapagos Islands and subsequent theory of evolution. They also participated in a really fun and interactive lab entitled "Battle of the Beaks" where they witnessed the process of natural selection first hand when challenged to survive with different beak types. The second round of progress went out to be signed by parents, along with a communication survey that I created to help me improve communication with families. Students will be celebrating Winter Break with a white-elephant gift exchange the Friday, Dec. 18th. Hope you all enjoy the Winter Break as well :)

High School

The high school students are working hard with an eye to the end of the semester, fast approaching. While my high achieving students are wrapping up classes and trying to improve their work where possible to earn straight A's, (4 students out of 20 have finished 2 classes already and are just waiting for grade reports from BYU) the students who struggle chronically with their work in one or more classes are trying to see if they can pass their classes on time. I have been meeting with the families of all students who are behind in order to discuss with them the causes of the situation and plan additional supports for the students. I am also keeping up a continued dialogue with these families so that they can track progress via email and face-to-face conversations at pick up time.

As a result of trying to support these struggling students I have re-instituted homework club in the high school by "mandatory invitation" :) for those students who are dangerously behind in their classes. I tutor students Monday -Friday after school until 4:30 or sometimes 5:00 when I am not in meetings, but I am worried that it isn't

enough. I often have to work hard to ensure that the students I need to, stay. It would be nice if we had the budget money to provide more one-on-one tutoring for the students such as Austin Williams is providing them in math twice a week.

Juniors and seniors who are taking Mendo College classes (English, Psychology, and Art courses) are wrapping up their finals as the last week of classes is this week. We have also begun the process of enrollment for spring college classes. Giada Fattori who is trying to make sure she gets all of her credits completed that the Board approved for her individualized graduation plan has run into a road block in our plan. We predicated the plan on her ability to take some classes through Mendocino College. Because these classes are more advanced our concurrent enrollment policy allows us to award her 10 credits for a semester class instead of the usual 5 credits (colleges cover a year's worth of material in a semester). However, the community college system to which Mendocino College belongs requires one year of residency in California before a student is eligible for in-state tuition and Giada has not yet met this one year requirement. She therefore was not able to take college classes this semester and may just miss the deadline for next semester as well. She will therefore not have enough credits to graduation TRCS by June. Giada and her family are willing to keep her enrolled in TRCS until she is able to complete her credits and we are working on several contingency plans to help her do this as quickly as possible. I have proposed that we allow her to walk in the graduation ceremony with her class this June, even though she will not receive a diploma, as she was very disappointed at the idea of missing out on that. That way, if she is able to complete her units through summer work and classes next fall 2016, she would not miss out on a graduation if she finished some time in the winter. She plans on going to college and wants to move on to that as soon as she is able.

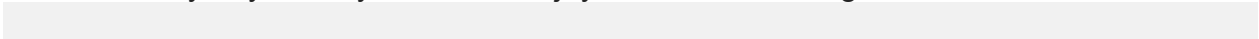
Both of the students in my class who were considered English Language Learner students took the CELDT test and have tested out of the EL program. One of these students was Giada which was very exciting as she was unable to speak any English at all when she first enrolled in our school last December. Kudos to the SRA program that Roger let me borrow and taught me how to use with her and to all of the high school students who have worked hard to help her learn as quickly as possible and help her keep up with her academic classes as she learned. We have all learned a lot about the ins and outs of English through this experience!

In terms of student engagement activities in the high school, the students are very excited about the Penny Wars and the efforts to raise money for the new Students Helping Students medical clinic in San Marcos, Nicaragua. Even before the penny wars began, several of the high school students had donated money to help with this project. A big thank you to the whole school, staff, and Board for supporting this project our students have been instrumental in starting. Extra thanks to Roger for ramping up the excitement with the pie throwing idea!

The students are also excited about their upcoming field trip to the San Francisco Exploratorium on January 7. This will be a one day field trip - our first big outing for the

year. In addition they are awaiting the arrival of the high school class t-shirts which were designed by James Holiman and drawn by Mikhaila Keaton!

Over all every day is busy but full of enjoyment and challenge in the classroom!





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.

Financial Health:

Good. Currently TRCS has \$421K in cash in the business account. There are no loans or long term commitments other than the Facilities Lease. Monthly expenses run about 70K including employee expenses.

Audit Findings

Three Rivers Charter School is in compliance with all of the charter guidelines. The Audit has been completed and there were no serious findings. Difficulties with the Audit included enrollment errors found and corrected, attendance waivers not submitted, proof of LCAP progress not properly supported, and instructional minutes challenged. Modification to 3-4 Class implemented.

Celdt Testing:

Report for Celdt Testing received and solid progress being made for all of our students. 5 out of 11 promoted out of the EL program due to advanced testing.

New Programs:

After School Program (Tides) - Done



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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

Teacher Survey

Sent to all teachers. Results received and attached. Overall findings: teachers feel supported and seem to have the resources they need. Most feel they are being supported by their aides. Most feel they are on track this year with their schedules. What is needed is more time on my part spent in the classroom with feedback and more training and professional development needed to be made available.



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Training:

I will attend workshop for school site management in Humboldt on Monday. Currently working on Admin Cert Clearing just completed School Culture Development and Evaluating Teachers.

Facility Overview:

CSMC services appear to be minimal. I have found a new company, called Charter School Property Solutions (CSPS). I'm currently working with them.

Health and Safety

1. Safety Committee walk through completed on Dec 4. No major findings.
2. Nurse contacted and waiting on contract for January Hearing and Vision Testing for Grades 2, 5, 8, 10 and Speech and IEP students.

Teacher Survey


1. Do you feel you get the support from me that you need? Yes!

2. If not, how else can I better support you? Could you spend more time hanging out in the high school learning how it all works.

3. Do you feel you get the support you need from your aide? Yes! Things are going better than at the beginning of the year.

4. If not, what additional support do you need? More aide time would be invaluable!

5. Do you have the resources you need to do your job? Yes except for more aide time.

6. If not, what additional resources do you need? 

7. Do you feel you are treated fairly at our school? Yes!

8. What changes would you like to see made at our school? Stronger music program.

9. How on pace are you to complete the required standards for each of the grades you teach? (100% means you are right where you should be)

HS English -> 75-85% 25%
HS WH - 80% 50%
HS USH - 70-80% 75%
JH USHBI - 80-90%
JH Pre-Algebra - 100%

10. Have you addressed the concerns your parents expressed in the survey?

To some degree.

11. How?

I have been meeting with parents + have just one family left to go. I am creating a survey to send home to parents too and I am trying very hard to give the kids the support they need to be learning in their classes.

12. How would you describe the climate of your classroom?
At times it is quiet and peaceful and there is a palpable sense of focus. Class discussions are always lively with often surprising connections drawn. At other times during independent work time students are too chatty + lose focus.

Kim Morgan:

1. Do you feel you get the support from me that you need?

Yes. I appreciate your open door. You are easy to talk to and my concerns are met with advice, action and results.

2. If not, how else can I better support you?

3. Do you feel you get the support you need from your aide?

Yes. We are working very well together. She anticipates what is needed and independently completes crucial tasks. She has an emotional nature and misses school for sickness or her daughter but I am ok with that because she is a good fit for my classroom.

4. If not, what additional support do you need?

5. Do you have the resources you need to do your job?

Yes

6. If not, what additional resources do you need?

Training on teaching common core math.

7. Do you feel you are treated fairly at our school?

Yes, I appreciate that I have a say in how things go.

8. What changes would you like to see made at our school?

I would like there to be a way for teachers to earn more money over time. I realize the school does all that it can to give the cost of living pay increase each year. As the actual cost of living does rise as well as insurance costs, I do not actually have more money in my pay check each year. There is no system in place to take professional development units and thus earn more money as I put more years into this profession.

I would like more priority/funds going toward sanitation and keeping the place clean.

9. How on pace are you to complete the required standards for each of the grades you teach? (100% means you are right where you should be)

25%

50%

75%

100%

I'm 100% on track with the math program.

10. Have you addressed the concerns your parents expressed in the survey?

Some

11. How?

I have addressed individual parents regarding what I read on their survey. Overall, looking at the percentage, three of my first grade parents think their student is not "learning what they need to know". I know one is a parent who had their child out for a month on a trip and he did not participate in any projects or in class activities leading her to say the curriculum should be better. I had a conference with this parent and addressed her concerns.

12. How would you describe the climate of your classroom?

Generally productive and positive. The room is inviting and stimulating and there are clear procedures and expectations in place. There occasionally are moments of organized chaos or frustration.

Natalie Shoptaw

1. I feel you are always willing to listen

3. Robin is a great hand

5. I feel I have what I need, although a subscription to Brain Pop would be nice

7. I feel treated fairly enough. College is tough.

9. I feel I am on track with the CCSS standards; perhaps slightly behind meeting science Next Gen standards, but working on it

10. I've added the Soria's to the email list, sent it to you and Marcia so they can rec'v email from all points; I've demanded specific kids take home paper newsletters, (hopefully they get into the hands of parents). Still have a few "regular" parents at end of day, but trying to catch other parents too.

12. Class climate: productive

Margaret Normoyle 5-6:

1. Do you feel you get the support from me that you need?

Yes, I feel that you have given a ton of support since I first started here. I can easily go to you for any questions or concerns I have regarding how

things are run, students, and parents. Thank you!

2. If not, how else can I better support you?

3. Do you feel you get the support you need from your aide?

Sometimes. Ariel is not always consistent in her work. I wish she would be more confident in her position. She knows the kids well, and has been working with most of them and knows their strengths and weaknesses. There has been some communication issues, but we are working on that. Her school schedule conflicts with her not being here for the entire day(s). But I have been without an aide for over 10 years so it is probably ok.

4. If not, what additional support do you need?

Ariel doesn't always need to do the "paperwork" or copying right away. Ariel needs to be helping with the kids on keeping them on task, going over any concepts they might not understand, etc.

5. Do you have the resources you need to do your job?

Yes, for the most part. I do need some teacher supplies. Do I just order them?

6. If not, what additional resources do you need?

Privacy shields, drama (play book), 2 pocket folders

7. Do you feel you are treated fairly at our school?

Yes! Absolutely! I feel very comfortable with the staff at our school. I am becoming more connected to the parents as well.

8. What changes would you like to see made at our school?

Maybe a sports team or Science after school club? Mad Science club? After school clubs, or Drama?

9. How on pace are you to complete the required standards for each of the grades you teach? (100% means you are right where you should be)

**In both grades about 60-70% in Science and Social Studies
Both grades 85% in Math and Language Arts**

Sam Walz (Middle School):

1. Do you feel you get the support from me that you need?

Yes, more than I deserve! The support you provide is above and beyond in my book, in every aspect.

2. If not, how else can I better support you?

n/a

3. Do you feel you get the support you need from your aide?

Yes! Ms. Jen is a very valuable part of my teaching team. She plays a vital part in ensuring that I stay current on grading, helping students with missing and make-up work, and providing extra support to my students with IEPs.

4. If not, what additional support do you need?

n/a

5. Do you have the resources you need to do your job?

Yes, especially since we were able to use the budget to get much needed P.E. supplies and storage containers. The reimbursement system also makes it really easy for me to buy classroom supplies, lab materials, and student store merchandise when necessary.

6. If not, what additional resources do you need?

Some additional resources that need to make teaching in the storage unit more feasible and comfortable for students would be a light source and some sort of heating device. As the winter weather is upon us, we are unable to close the door to keep out the rain and wind because it is too dark to see.

This is more on the wish list side of supplies, but it would be nice if we could start building up a bigger collection of graphing calculators for students, as I am skipping those few lessons in the Algebra curriculum because I don't think it is fair to ask each student to own one of those, they are pricey!

7. Do you feel you are treated fairly at our school?

Yes, very much so. I am so happy to work in an environment where the staff gets along so well :)

8. What changes would you like to see made at our school?

I enjoy running the student council, but I feel that I could be doing a better job. With all the things on my plate, I feel like I don't give this group enough attention. I would love to hear more ideas and projects that I can do with the student council. I also think that some more activities need to be provided in the after school program as it is hard to keep so many kids focused and under control when they don't have any homework to work on. The younger students enjoy the drawing activities, but I thought that it might be helpful to provide puzzle-like worksheets for those students who finish their homework to work on. Perhaps they could earn osprey bucks for every worksheet they complete?! Just a thought, this way more of them will be engaged in an activity instead of chatting and trying to distract those who are doing homework. Brie has been doing a good job and is improving her managing skills, I just thought something this might help her :)

9. How on pace are you to complete the required standards for each of the grades you teach? (100% means you are right where you should be)

25%

50%

75% +

100%

I am on pace to meet all of the Algebra standards early in order to address the geometry ones that they have added. I also feel pretty good about English and am gearing my class novel activities to meet the majority of the writing standards. I feel the most rushed in Science, but that is because for the first time I am trying to get through the Life Science curriculum as well as the Health standards. I am excited to be participating in multiple science fairs, as those projects meet many of the hands-on critical thinking and planning standards.

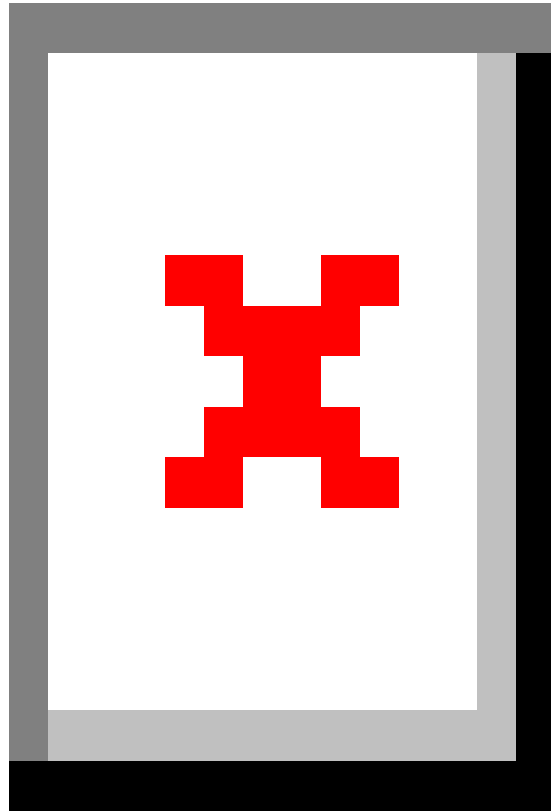
10. Have you addressed the concerns your parents expressed in the survey?

I have reviewed the surveys and reached out to parents with concerns via email. Unfortunately, some of my lowest scored surveys were anonymous, so I was unable to contact those parents. However, since communication was my weakest point in the surveys, I have created a parent communication survey that I am going to attach to this month's progress report to be sent home with the students. My goal is to have each parent sign their student's progress report as usual, but also complete the survey so I can improve my communication with them.

11. How?

12. How would you describe the climate of your classroom?

I have a more boisterous group this year that is for sure! Overall, I would describe it as a positive learning community that uses multiple modalities to engage students and provides abundant active learning opportunities.



GOODELL,
PORTER,
SANCHEZ &
BRIGHT, LLP

C E R T I F I E D
P U B L I C
A C C O U N T A N T S

JOHN L. GOODELL, CPA
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December 8, 2015

To The Board of Directors
Three Rivers Charter School
1211 Del Mar Drive
Fort Bragg, CA 95437-9533

We have audited the financial statements of Three Rivers Charter School for the year ended June 30, 2015. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter dated July 17, 2015. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Charter School are described in Note 1 to the financial statements. We noted no transactions entered into by the Charter School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the Three Rivers Charter School's financial statements were related to awards and apportionments.

We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the Charter School's 2014-2015 financial statements is Note 1 – Significant Accounting Policies.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. The following material misstatements detected as a result of audit procedures were corrected by management:

Understatement of Local Revenues	\$35,230
Understatement of Service Costs	<u>(35,230)</u>
Total adjustment to Net Assets	<u>\$ 0</u>

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representation

We have requested certain representations from management that are included in the attached management representation letter dated December 8, 2015.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Charter School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Charter School's auditor. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

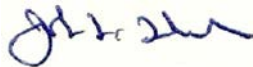
We were engaged to report on other supplementary information which accompany the financial statements but are not required supplementary information.

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Directors and management of Three Rivers Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

GOODELL, PORTER, SANCHEZ & BRIGHT, LLP

A handwritten signature in blue ink, appearing to read "JL Goodell", is written over a yellow rectangular highlight.

John L. Goodell
Certified Public Accountant

JLG;jn

Three Rivers Charter School
Schedule of Unrecorded Adjustments
As of and for the Year Ended June 30, 2015

The following items represent potential adjustments that were not recorded as adjustments to the financial statements because they are considered immaterial both individually and in the aggregate.

None

We did not adjust the amount reported for Cash in County Treasury at June 30, 2015 to the current fair value amount. Had we recorded the adjustment, the Charter School's total amount reported as Cash in County Treasury would increase \$169.



Three Rivers Charter School

WWW.THREERIVERSCHARTERSCHOOL.ORG

PHONE: (707) 964-1128 FAX: (707) 964-1003

COLLEGE OF THE REDWOODS CAMPUS

1211 DEL MAR DRIVE

FORT BRAGG CA 95437



December 8, 2015

Goodell, Porter, Sanchez & Bright, LLP
7801 Folsom Blvd. #301
Sacramento, CA 95826

This representation letter is provided in connection with your audit of the financial statements of Three Rivers Charter School, which comprise the statement of financial position as of June 30, 2015, and the respective changes in financial position and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing opinions as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of December 8, 2015, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated July 17, 2015 including our responsibility for the preparation and fair presentation of the financial statements and for preparation of the supplementary information in accordance with the applicable criteria.
2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP and include all properly classified funds and other financial information of the primary government and all component units required by generally accepted accounting principles to be included in the financial reporting entity.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
6. Related party relationships and transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
7. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed. No events, including instances of noncompliance, have occurred subsequent to the balance sheet date and through the date of this letter that would require adjustment to or disclosure in the aforementioned financial statements or in the schedule of findings and questioned costs.

8. The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements for each opinion unit. A list of the uncorrected misstatements is attached to the representation letter.
9. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
10. Guarantees, whether written or oral, under which the Three Rivers Charter School is contingently liable, if any, have been properly recorded or disclosed.

Information Provided

11. We have provided you with:
 - a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters and all audit or relevant monitoring reports, if any, received from funding sources.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Minutes of the meetings of the Governing Board or summaries of actions of recent meetings for which minutes have not yet been prepared.
12. All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.
13. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
14. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - Management,
 - Employees who have significant roles in internal control, or
 - Others where the fraud could have a material effect on the financial statements.
15. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity's financial statements communicated by employees, former employees, regulators, or others.
16. We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse, whose effects should be considered when preparing financial statements.
17. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements.
18. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.


Government-Specific

19. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
20. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objective and whether related recommendations have been implemented.
21. The Three Rivers Charter School has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.
22. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts and legal and contractual provisions for reporting specific activities in separate funds.
23. We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance.
24. We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
25. We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.
26. There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contract and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
27. As part of your audit, you assisted with preparation of the financial statements and related notes. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.
28. The Three Rivers Charter School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
29. The Three Rivers Charter School has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
30. Components of net assets (net investment in capital assets, restricted, and unrestricted) are properly classified and, if applicable, approved.
31. Investments, derivative transactions, and land and other real estate held by endowments are properly valued.
32. Provisions for uncollectible receivables have been properly identified and recorded.

33. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
34. Revenues are appropriately classified in the statements of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
35. Deposits and investment securities and derivative transactions are properly classified as to risk and are properly disclosed.
36. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated.
37. We have appropriately disclosed the Three Rivers Charter School's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available and have determined that net position was properly recognized under the policy.
38. We are following our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available. That policy determines the fund balance classifications for financial reporting purposes.
39. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.
40. With respect to the supplementary information:
 - a. We acknowledge our responsibility for presenting the supplementary information. In accordance with accounting principles generally accepted in the United States of America, and we believe the supplementary information, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
 - b. If the supplementary information is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information and the auditor's report thereon.

Signed:

Title:


Roger B. Gray
School Director

Three Rivers Charter School
Schedule of Unrecorded Adjustments
As of and for the Year Ended June 30, 2015

The following items represent potential adjustments that were not recorded as adjustments to the financial statements because they are considered immaterial both individually and in the aggregate.

None

We did not adjust the amount reported for Cash in County Treasury at June 30, 2015 to the current fair value amount. Had we recorded the adjustment, the District's total amount reported as Cash in County Treasury would increase \$169.

GOODELL,
PORTER,
SANCHEZ &
BRIGHT, LLP

CERTIFIED
PUBLIC
ACCOUNTANTS

JOHN L. GOODELL, CPA
VIRGINIA K. PORTER, CPA
BEVERLY A. SANCHEZ, CPA
SUZY H. BRIGHT, CPA
RICHARD J. GOODELL, CPA
MICHELLE M. HANSON, CPA

December 10, 2015

Roger Coy
Three Rivers Charter School
1211 Del Mar Drive
Fort Bragg, CA 95437-5641

Dear Mr. Coy:

Enclosed is one (1) bound copy of the annual audit report of Three Rivers Charter School for the fiscal year ended June 30, 2015. An electronic copy has been emailed to director@trcschool.org.

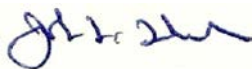
Also enclosed is a letter to the Board summarizing the results of the audit. Please present this letter to the Board.

Copies of the report have been filed with the following agencies:

- Mendocino County Office of Education
- State Controller's Office
- California Department Of Education
- Fort Bragg Unified School District

If you have any questions regarding these reports, please do not hesitate to contact us.

Very truly yours,



GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

JLG:la

enclosures

THREE RIVERS CHARTER SCHOOL
COUNTY OF MENDOCINO
FORT BRAGG, CALIFORNIA

AUDIT REPORT

JUNE 30, 2015

THREE RIVERS CHARTER SCHOOL

JUNE 30, 2015

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FINANCIAL SECTION

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Three Rivers Charter School
Fort Bragg, California

We have audited the accompanying financial statements of Three Rivers Charter School as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Three Rivers Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatements of the financial statements, whether due to fraud or error. In making those risk assessments the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Three Rivers Charter School, as of June 30, 2015, and the changes in net assets and cash flow for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Three Rivers Charter School's basic financial statements. The financial and statistical information listed as supplementary information in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The financial and statistical information listed as supplementary information is the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the financial and statistical information listed as supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 8, 2015, on our consideration of the Three Rivers Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Three Rivers Charter School's internal control over financial reporting and compliance.



GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

December 8, 2015

THREE RIVERS CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

ASSETS

Cash and Equivalents (Note 2)	\$ 432,606
Accounts Receivable (Note 3)	36,697
Prepaid Expenses (Note 11)	15,818
Property and Equipment	
Less Accumulated Depreciation (Note 4)	<u>10,303</u>

Total Assets	<u><u>\$ 495,424</u></u>
--------------	--------------------------

LIABILITIES AND NET ASSETS

Liabilities:

Current Liabilities:

Accounts Payable	<u>\$ 48,227</u>
------------------	------------------

Total Liabilities	<u>48,227</u>
-------------------	---------------

Net Assets:

Net Investment in Capital Assets	10,303
Unrestricted	<u>436,894</u>

Total Net Assets	<u>447,197</u>
------------------	----------------

Total Liabilities and Net Assets	<u><u>\$ 495,424</u></u>
----------------------------------	--------------------------

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

THREE RIVERS CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES			
State Revenue:			
State Aid Portion of General Purpose Block Grant	\$ 422,793		\$ 422,793
Other State Revenue	61,271	\$ 3,438	64,709
Local Revenue:			
Cash In-Lieu of Property Taxes	327,975		327,975
Interest Income	424		424
Other	60,271		60,271
Net Assets Released from Restrictions	<u>6,101</u>	<u>(6,101)</u>	<u>0</u>
Total Revenues	<u>878,835</u>	<u>(2,663)</u>	<u>876,172</u>
PROGRAM EXPENDITURES			
Educational Programs	562,962	0	562,962
SUPPORTING SERVICES			
Management and General Expenses	<u>174,515</u>	<u>0</u>	<u>174,515</u>
Total Expenses	<u>737,477</u>	<u>0</u>	<u>737,477</u>
Increase in Net Assets	141,358	(2,663)	138,695
Net Assets, Beginning of Year	<u>305,839</u>	<u>2,663</u>	<u>308,502</u>
Net Assets, End of Year	<u><u>\$ 447,197</u></u>	<u><u>\$ 0</u></u>	<u><u>\$ 447,197</u></u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

THREE RIVERS CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	<u>Program Expenses</u>	<u>Supporting Services</u>	<u>Total Expenses</u>
Certificated Salaries	\$ 194,084	\$ 57,625	\$ 251,709
Classified Salaries	56,574	15,786	72,360
Employee Benefits	60,960	17,901	78,861
Books and Supplies	33,640	965	34,605
Contract Services and Other Operating Expenses	140,999	81,184	222,183
Depreciation	3,601	1,054	4,655
Other Expenditures	<u>73,104</u>	<u> </u>	<u>73,104</u>
Total Expenses	<u>\$ 562,962</u>	<u>\$ 174,515</u>	<u>\$ 737,477</u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

THREE RIVERS CHARTER SCHOOL

STATEMENT OF CASH FLOWS

FOR THE FISCAL YEAR ENDED JUNE 30, 2015

Cash Flows from Operating Activities	
Cash Received from State and Local Sources	\$ 897,449
Cash Paid to Suppliers and Employees	<u>(744,682)</u>
Net Cash Provided by Operating Activities	<u>152,767</u>
Cash Flows from Investing Activities	
Investment in Fixed Assets	(11,297)
Interest Received	<u>424</u>
Net Cash from (Used) Investing Activities	<u>(10,873)</u>
Net Increase in Cash and Cash Equivalents	141,894
Cash and Cash Equivalents, Beginning of Year	<u>290,712</u>
Cash and Cash Equivalents, End of Year	<u><u>\$ 432,606</u></u>
Reconciliation of Increase in Net Assets to Net Cash Provided by Operating Activities	
Increase in Net Assets	\$ 138,695
Adjustments to Reconcile Increase in Net Assets to Cash Provided by Operating Activities	
Interest Received	(424)
Depreciation Expense	4,655
Decrease in Accounts Receivable	21,701
(Increase) in Prepaid Expenses	(15,818)
Increase in Accounts Payable	<u>3,958</u>
Net Cash Provided by Operating Activities	<u><u>\$ 152,767</u></u>

THE ACCOMPANYING NOTES ARE AN INTEGRAL PART OF THESE STATEMENTS

THREE RIVERS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

Three Rivers Charter School is organized for the establishment and operation of a K-12 Charter School according to Senate Bill 1448 and under the laws of the State of California as a non-profit organization. As such, the Charter School receives certain public funding but is generally exempt from state laws governing Public Schools. A central goal of Three Rivers Charter School is to maintain a vibrant learning community, and foster a culture of parental empowerment and “ownership” of the school, cooperation and regular communication between home and school, and a school environment that values each student and demands the best from him or her. This culture includes high levels of parental involvement with high expectations of the students’ families, just as the school empowers them to hold the school’s professional staff to the highest expectations. The Charter School believes this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to the school. The Charter School is governed by a five (5) member Board of Directors.

A. Reporting Entity

The Charter School includes all funds that are controlled by or dependent on the Charter School’s governing board for financial reporting purposes. The Charter School has considered all potential component units in determining how to define the reporting entity, using criteria set forth in generally accepted accounting principles. The Charter School determined that there are no potential component units that meet the criteria for inclusion within the reporting entity.

B. Basis of Accounting

Basis of Accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the general-purpose financial statements. Basis of Accounting relates to the timing of measurement made, regardless of the measurement focus applied.

Three Rivers Charter School’s records are kept on the accrual basis of accounting. Their revenues are recognized in the accounting period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the accounting period in which the liability is incurred (when goods are received or services rendered). The Charter School reports contributions of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restrictions are accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions. There are no restricted net assets at June 30, 2015.

THREE RIVERS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Basis of Presentation

The financial statements are presented in conformity with FASB ASC 958. Under FASB ASC 958, the Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. The Charter School has no permanently restricted net assets. Temporarily restricted assets represent program awards for specific programs in excess of qualified expenditures.

D. Revenue Recognition

Amounts received from the California Department of Education are recognized as revenue by the Charter School based on the average daily attendance (ADA) of students. Grant revenues are recognized as received.

E. Cash and Cash Equivalents

For financial statement purposes, the Charter School considers investments with a maturity at purchase of three months or less to be cash equivalents.

F. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all government funds. By State law, the Charter School's Board of Directors must adopt a budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The Charter School's Board of Directors satisfied these requirements.

Formal budgetary integration was employed as a management control device during the year. The Charter School employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

G. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

THREE RIVERS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Deposits and Investments

Cash balance held in commercial bank accounts are insured to \$250,000 by the Federal Deposit Insurance Corporation.

In accordance with Education Code Section 41001, the Charter School maintains substantially all its cash in the County Treasury. The county pools these funds with those of other school districts and charter schools in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county either are secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with County Treasury was not available.

I. Prepaid Expenditures

The Charter School has the option of reporting an expenditure for prepaid items either when purchased or during the benefiting period. The Charter School has chosen to report the expenditures during the period benefited.

J. Property and Equipment

Property and equipment are recorded at cost. Depreciation is provided on the straight-line method over estimated useful lives. Maintenance and repairs are charged to expense as incurred.

K. Compensated Absences

Accumulated sick leave benefits are not recognized as liabilities of the Charter School. The Charter School's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable.

L. Income Taxes

Three Rivers Charter School is publicly supported and has applied for tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements.

THREE RIVERS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES (CONCLUDED)

M. Functional Allocation of Expenses

The cost of providing various programs and other activities has been summarized on a functional basis in the Statement of Activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

NOTE 2 - CASH

Summary of Cash

Cash in Commercial Banks

Cash balance held in commercial bank accounts are insured to \$250,000 by the Federal Deposit Insurance Corporation. These amounts are held within various financial institutions. As of June 30, 2015 the carrying amount of the Charter's accounts was \$252,974 all of which was insured.

Cash in County Treasury

In accordance with *Education Code* Section 41001, the Charter School maintains substantially all of its cash with the County Treasury as part of the common investment pool, (\$214,507,608 as of June 30, 2015).

The fair market value of this pool as of that date, as provided by the pool sponsor, was \$214,709,745. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reserve repurchase agreements.

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2015 consist of the following:

	General Fund
State Government	
State Apportionment	\$ 4,259
State Lottery	8,580
Other State Government	23,858
	<hr/>
Total State Government	36,697
	<hr/>
Total	\$ 36,697
	<hr/> <hr/>

THREE RIVERS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment are summarized by major classification as follows:

Leasehold Improvements	\$11,297
Equipment	<u>9,153</u>
Subtotal, Depreciable Assets	20,450
Less accumulated depreciation	<u>(10,147)</u>
Total	<u>\$10,303</u>

NOTE 5 - EMPLOYEE RETIREMENT SYSTEMS

Plan Description and Provisions

State Teachers' Retirement System (STRS)

Plan Description. The Charter School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 100 Waterfront Place, West Sacramento, CA 95610.

Funding Policy. Active plan members are required to contribute 8.15% of their salary and the Charter School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2014-2015 was 8.88% of annual payroll. The contribution requirements of the plan members are established by State statute. The Charter School's contributions to STRS for the fiscal year ending June 30, 2015 and 2014 were \$23,223 and \$19,523, respectively and equal 100% of required contributions for each year.

NOTE 6 - COMMITMENTS AND CONTINGENCIES

Joint Ventures

The Charter School participates in one joint venture under joint powers agreements (JPAs) with CharterSafe for liability insurance coverage. The relationships between the Charter School and the JPA are such that the JPA is not a component unit of the Charter School for financial reporting purposes.

THREE RIVERS CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

NOTE 6 - COMMITMENTS AND CONTINGENCIES (CONCLUDED)

Joint Ventures (Concluded)

The JPA arranges for and/or provides coverage for its members. The JPA is governed by a board consisting of a representative from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets independent of any influence by the members beyond their representation on the Board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in the JPA.

Operating Leases

The Charter School leases facilities for operating its programs. The cost of renting facility space during 2014-2015 was \$48,223.

State and Federal Allowance, Awards and Grants

The Charter School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

NOTE 7 - SUBSEQUENT EVENTS

Management has evaluated subsequent events through December 8, 2015, the date on which the financial statements were available to be issued.

SUPPLEMENTARY INFORMATION SECTION

THREE RIVERS CHARTER SCHOOL

FORT BRAGG, CALIFORNIA

JUNE 30, 2015

ORGANIZATION

The Three Rivers Charter School was established in 2011. The Charter School is located in Fort Bragg, California. The Charter School operated one school during 2014-2015 for grades first through twelve.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Jaimi Parsons	President	June 30, 2015
Niki Chaves	Secretary	June 30, 2016
Vacant	Treasurer	
Erin Dietrick	Member	June 30, 2017
Jennifer Tyler	Member	June 30, 2017
Andrea Hadik-Baskoczy	Member	June 30, 2017

ADMINISTRATION

Roger Coy
School Director

THREE RIVERS CHARTER SCHOOL
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	Second Period		Annual Report	
	Report		Original	Revised
	<u>Original</u>	<u>Revised</u>	<u>Original</u>	<u>Revised</u>
Regular ADA				
Transitional Kindergarten through Third	28	28	28	28
Classroom-based ADA for TK through Third	26	26	25	25
Fourth through Sixth	37	37	38	38
Classroom-based ADA for Fourth through Sixth	36	37	38	38
Seventh and Eighth	25	25	25	25
Classroom-based ADA for Seventh through Eighth	23	22	22	22
Ninth through Twelfth	18	18	18	18
Classroom-based ADA for Ninth through Twelfth	<u>16</u>	<u>16</u>	<u>16</u>	<u>16</u>
ADA Totals	<u>108</u>	<u>108</u>	<u>109</u>	<u>109</u>
Classroom-based ADA Totals	<u>101</u>	<u>101</u>	<u>101</u>	<u>101</u>

Average daily attendance is a measurement of the numbers of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

THREE RIVERS CHARTER SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>Minutes Requirement As Reduced</u>	<u>2014-2015 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Grade 1	50,400	48,960	51,520	180	In compliance
Grade 2	50,400	48,960	51,520	180	In compliance
Grade 3	50,400	48,960	52,950	180	In compliance
Grade 4	54,000	52,457	52,950	180	In compliance
Grade 5	54,000	52,457	54,935	180	In compliance
Grade 6	54,000	52,457	54,935	180	In compliance
Grade 7	54,000	52,457	61,740	180	In compliance
Grade 8	54,000	52,457	61,740	180	In compliance
Grade 9	64,800	62,949	63,250	180	In compliance
Grade 10	64,800	62,949	63,250	180	In compliance
Grade 11	64,800	62,949	63,250	180	In compliance
Grade 12	64,800	62,949	63,250	180	In compliance

Charter Schools must maintain their instructional minutes at the levels required by Education Code Section 47612.5, reduced pursuant to the provisions of Education Code Section 46201.2(b) for the 2014-2015 school year.

THREE RIVERS CHARTER SCHOOL
RECONCILIATION OF UNAUDITED ACTUAL
FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

June 30, 2015 Unaudited Actuals Financial Report - Alternative Form Net Assets	\$ 447,197
Adjustments and Reclassifications Increasing (Decreasing) Net Assets:	
Understatement of Local Revenues	35,230
Understatement of Service Costs	<u>(35,230)</u>
Net Adjustments and Reclassifications	<u>0</u>
June 30, 2015 Audited Financial Statement Net Assets	<u>\$ 447,197</u>

SEE NOTES TO SUPPLEMENTARY INFORMATION

THREE RIVERS CHARTER SCHOOL
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2015

NOTE 1 - PURPOSE OF SCHEDULES

A. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to Charter Schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B. Schedule of Instructional Time

This schedule presents information on the amount of instructional time and number of days offered by the Charter and each applicable charter school and whether the Charter complied with the provisions of Education Code Sections 46201 through 46208, 47612 and 47612.5. The Charter has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day, and has not met its local control funding formula target.

C. Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Actual Financial Report to the audited financial statements.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Board of Directors
Three Rivers Charter School
Fort Bragg, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Three Rivers Charter School, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise Three Rivers Charter School's basic financial statements and have issued our report thereon dated December 8, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Three Rivers Charter School's, internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Three Rivers Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Three Rivers Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Three Rivers Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
Certified Public Accountants

December 8, 2015

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Directors
Three Rivers Charter School
Fort Bragg, California

We have audited Three Rivers Charter School's compliance with the types of compliance requirements described in the *2014-2015 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting* that could have a direct and material effect on each of Three Rivers Charter School's State government programs as noted below for the year ended June 30, 2015.

Management's Responsibility

Management is responsible for compliance with the requirements of State laws and regulations.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance with State laws and regulations of Three Rivers Charter School's State government programs based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2014-2015 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on the applicable State laws and regulations listed below occurred. An audit includes examining, on a test basis, evidence about Three Rivers Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of Three Rivers Charter School's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies Other Than Charter Schools:	
Attendance	Not Applicable
Teacher Certification and Mis-assignments	Not Applicable
Kindergarten Continuance	Not Applicable
Independent Study	Not Applicable
Continuation Education	Not Applicable
Instructional Time	Not Applicable
Instructional Materials	Not Applicable
Ratio of Administrative Employees to Teachers	Not Applicable
Classroom Teacher Salaries	Not Applicable
Early Retirement Incentive	Not Applicable
GANN Limit Calculation	Not Applicable
School Accountability Report Card	Not Applicable

<u>Description</u>	<u>Procedures Performed</u>
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Not Applicable
Transportation Maintenance of Effort	Not Applicable
Regional Occupational Centers or Programs Maintenance of Effort	Not Applicable
Adult Education Maintenance of Effort	Not Applicable
School Districts, County Office of Education and Charter Schools:	
California Clean Energy Jobs Act	No (see below)
After School Education and Safety Program:	
General Requirements	Not Applicable
After School	Not Applicable
Before School	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Common Core Implementation Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Non Classroom-Based Instruction/Independent Study	No (See Below)
Determination of Funding for Non Classroom-Based Instruction	Not Applicable
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Yes

Procedures were not performed for California Clean Energy Jobs Act because the Charter School is in the preliminary phase and did not incur any expenditures during 2014-2015.

Procedures were not performed for Independent Study attendance because the average daily attendance generated by the program was below the level required for testing.

Opinion on Each State Government Program

In our opinion, Three Rivers Charter School, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its State government programs for the year ended June 30, 2015.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with the 2014-2015 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting and which is described in the accompanying schedule of findings and responses as item 2015-001. Our opinion on State government programs is not modified with respect to this matter.

Three Rivers Charter School's Response to Findings

Three Rivers Charter School's response to the finding identified in our audit is described in the accompanying schedule of findings and responses. Three Rivers Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the 2014-2015 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

Goodell, Porter, Sanchez & Bright, LLP

GOODELL, PORTER, SANCHEZ & BRIGHT, LLP
 Certified Public Accountants

FINDINGS AND RESPONSES SECTION

THREE RIVERS CHARTER SCHOOL
SCHEDULE OF AUDIT FINDINGS AND RESPONSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:	Unqualified	
Internal control over financial reporting:		
Material weakness(es) identified?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Significant deficiency(ies) identified that are not considered to be material weakness?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> None reported
Noncompliance material to financial statements noted?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

State Awards

Internal control over state programs:		
Material weakness(es) identified?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Significant deficiency(ies) identified that are not considered to be material weakness?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> None reported
Type of auditor's report issued on compliance for state programs:	Unqualified	

THREE RIVERS CHARTER SCHOOL
SCHEDULE OF AUDIT FINDINGS AND RESPONSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

Section II - Financial Statements Findings

No matters are reported.

Section III - Federal Award Findings and Responses

No matters are reported.

Section IV - State Award Findings and Responses

2015 - 001 - ATTENDANCE - 10000

Criteria: *California Education Code* Section 41601 requires each charter school report to the Superintendent of Public Instruction during each fiscal year the average daily attendance of the charter school for all full school attendance months during the period between July 1 and April 15 inclusive, to be known as the "second period" (P-2) report

Statement of Condition: We reviewed the Charter School's supporting documentation for P-2 average daily attendance (ADA) reported to the California Department of Education and determined the Charter School's reported ADA was understated by 0.44.

Questioned Costs: As the Charter School under-reported its ADA by less than one (1), there are no questioned costs.

Cause: The Charter School's implementation of its attendance software led to inaccuracies relating to enrollment and unenrollment of students. The school did not thoroughly and accurately review reports generated by the attendance software prior to submitting its P-2 attendance report to the California Department of Education. The school did not utilize services offered by the County Office of Education to review attendance figures prior to submittal.

Effect or Potential Effect: The Charter School understated its ADA by 0.44. If such errors remained undetected, the school would potentially lose a portion of its Local Control Funding Formula apportionment, and potentially a portion of other awards additionally. If reporting errors resulted in overstatement of its ADA, the school could be liable to refund portions of its awards or apportionments.

Recommendation: The Charter School should thoroughly review reports generated by its attendance software to ensure accuracy prior to reporting its ADA to the California Department of Education. The Charter School should consider utilizing the services available at the County Office of Education to assist in such reviews.

Charter School Response: The Charter School has implemented procedures in 2015-2016 to correct the attendance recordkeeping issues.

THREE RIVERS CHARTER SCHOOL

SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS

FOR THE YEAR ENDED JUNE 30, 2015

2014-001: The Charter School should perform a calculation of projected instructional minutes each year. Each time there is a modification to the original class schedules, minutes should be reviewed to ensure the required number of minutes are maintained.

Current Status:

Accepted
Implemented

PROPOSED TRUANCY POLICY

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.



Three Rivers Charter School

22850 NORTH HIGHWAY ONE

FORT BRAGG CA 95437

WWW.THREERIVERSCHARTERSCHOOL.ORG

PHONE: (707) 964-1128 FAX: (707) 964-1003

Truancy Procedures (TRCS Student Policy 5.01)

TRUANCY

California Education Code Section 48260 defines truancy as: “absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof...” As a result of excessive truanancies, students will, in some cases, receive a lower or failing academic grade in a class. Students are truant from school or a class when they are absent or leave campus without prior parent permission on file with the attendance office. Three Rivers Charter School has instituted the following policies and procedures for dealing with the cumulative total of truanancies:

On the first truancy –

- A. Parents are contacted by phone and notified of the student’s truancy;
- B. Assistant Principal reviews consequences with the student for future truanancies and assigns a minimum of 2 hours of after-school detention.

On the second and third truancy –

- A. Parents are notified, by mail, of the total number of truanancies;
- B. Student is assigned a minimum of 4 hours of Saturday school or after-school detention;
- C. On the third truancy, Letter #1 from the Monterey County District Attorney will be mailed home.

On the fourth truancy –

- A. Parents are contacted by phone and notified by mail of the ongoing truancy problem;
- B. Assistant Principal notified parents of the student’s immediate loss of student privileges for a period of 15 calendar days.
- C. Letter #2 from the Monterey County District Attorney, with a “Notice to Appear” at a formal hearing in court, will be mailed home.

On the fifth truancy –

- A. Student is declared a “Habitual Truant”;



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B. Letter #3 from the Monterey County District Attorney, with a “Notice to Appear” at a formal hearing in court, will be mailed home.

NOTE: Continuing truancy will result in further progressive disciplinary action.

Board Policy gives a teacher the right to lower a student’s grade for excessive truanancies. Three truanancies in a class, per semester, can lower a student’s final mark in that course by one letter grade. Four per semester can lower a student’s final mark by two letter grades. Five per semester can lower a student’s final mark by three letter grades. Six truanancies in a class, per semester, allow the classroom teacher to give a grade of “F” (failure) for the final mark.

Students reporting to their first class period more than 30 minutes after the scheduled starting time will be marked absent. During all other periods of the day, students will be marked absent after the first 10 minutes of classes. These absences must be cleared within three school days, or they will result in a truancy.

Four hours are assigned for each violation of the truancy or tardy policies. Hours must be completed on designated Saturdays from 8:00 am to 12:00 noon or, if detention is chosen, during the following calendar week, Monday through Wednesday, after school from 3:00 to 4:00 pm and Thursday from 2:15 to 4:15 pm.

School-sponsored interscholastic sporting events, other extra-curricular activities, and family trips do not excuse students from attending Saturday School on the date assigned. Failure to complete the prescribed detention time will result in a suspension from school. Saturday School is an alternative to home suspension. Repeated placements in Saturday School will result in further progressive disciplinary action.

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
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Three Rivers Charter School

1211 DEL MAR DR.

FORT BRAGG CA 95437

WWW.TRCSCHOOL.ORG

PHONE: (707) 964-1128 FAX: (707) 964-1003

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:

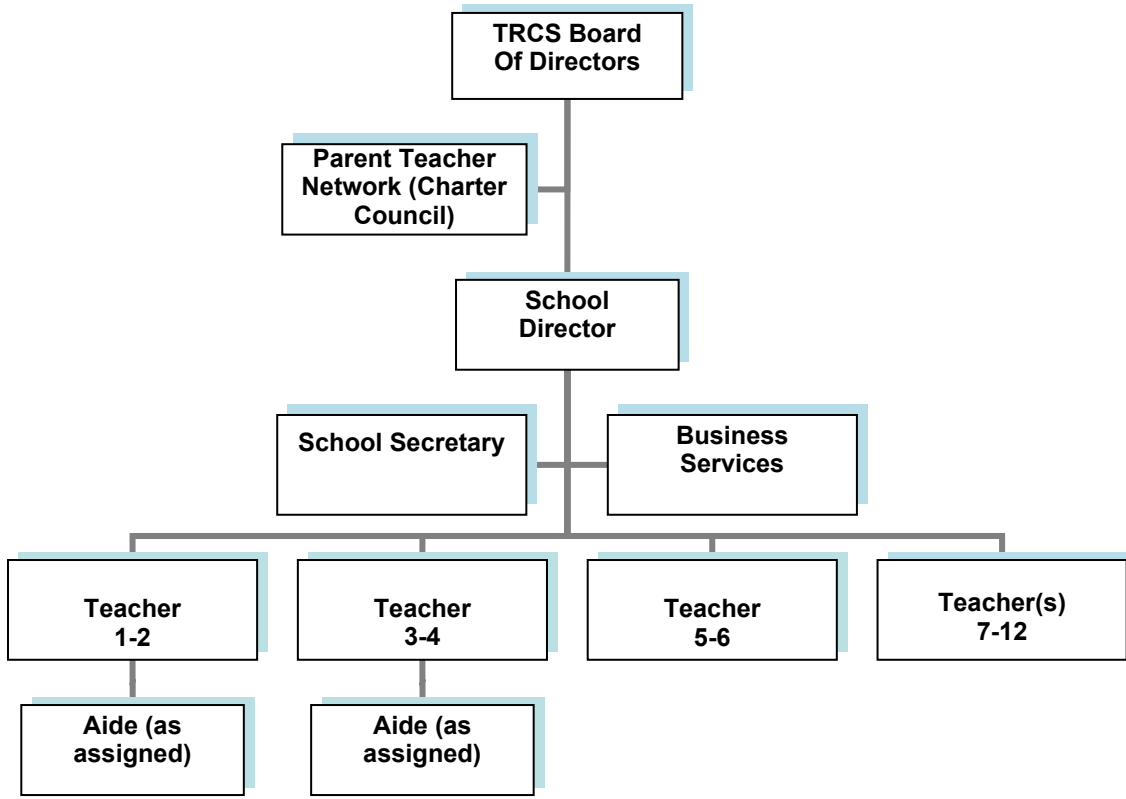
- ⇒ More flexibility on curriculum, budget and staffing to meet student needs
- ⇒ High levels of accountability with review and renewal every 5 years
- ⇒ Engaged teachers who are empowered to make important decisions to benefit students
- ⇒ Parents who are encouraged by the school to work as a team with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

- 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.
- 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).
- 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).
- 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.
 - Children 6 months through 8 years of age 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.
- 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.
- 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.
- 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.
- 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.
- Measles, mumps, and rubella vaccine (MMR).**
 - The minimum interval between the 2 doses of MMR is 4 weeks.
- 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.

EXHIBIT C
FORT BRAGG UNIFIED SCHOOL DISTRICT
CERTIFICATED TEACHER SALARY SCHEDULE
185 DAY SCHEDULE
2015 - 2016

STEPS	CLASS A BA<60	CLASS B BA+60	CLASS C BA+75	CLASS D BA+90	CLASS E BA+105
1	41,410	42,435	43,460	44,485	45,510
2	42,435	43,460	44,485	45,510	46,535
3	43,460	44,485	45,510	46,535	47,560
4	44,485	45,510	46,535	47,560	48,585
5	45,510	46,535	47,560	48,585	49,610
6	45,510	47,560	48,585	49,610	50,635
7	45,510	48,585	49,610	50,635	51,660
8	45,510	49,610	50,635	51,660	52,685
9	45,510	50,635	51,660	52,685	53,710
10	45,510	51,660	52,685	53,710	54,735
11	45,510	52,685	53,710	54,735	55,760
12	45,510	53,710	54,735	55,760	56,785
13	45,510	54,735	55,760	56,785	57,810
14	45,510	54,735	56,785	57,810	58,835
15	45,510	54,735	57,810	58,835	59,860
16	45,510	54,735	58,835	59,860	60,885
17	45,510	54,735	59,860	60,885	61,910
18	45,510	54,735	59,860	61,910	62,935
19	45,510	54,735	59,860	62,935	63,960
20	45,510	54,735	59,860	62,935	64,985
21	45,510	54,735	59,860	62,935	66,010
22	45,510	54,735	59,860	62,935	67,035
23	45,510	54,735	59,860	62,935	68,060
24	45,510	54,735	59,860	62,935	69,085
25	45,510	54,735	59,860	62,935	70,110
26	45,510	54,735	59,860	62,935	71,135
27	45,510	54,735	59,860	62,935	72,160

The Certificated Teacher Salary Schedule Does Not Include Health & Welfare Benefit Amounts.

A maximum of ten (10) years credit for previous experience may be allowed.

The following stipend shall be paid for advance degrees in accordance with ARTICLE 16.11.

\$1250 - Masters Degree \$1750 - Doctorate Degree \$1250 - National Board Certification

To be placed above Class A, a teacher must have an approved BA or BS, and have been granted the required semester hours after the degree was earned.

**EXHIBIT D
EXTRA PAY SALARY SCHEDULE
2015 - 2016**

		Athletic Director	\$3,000
		If done by a unit member	
Band Director	\$3,000		
Choral Director	\$3,000	High School Student Council	\$2,500
Drama Coach	\$2,600	Senior Project Coordinator	\$2,400
Musical Director	\$1,800	Elementary Teacher in Charge	\$1,500
Orchestra Director	\$1,800	Middle School Student Council	\$1,000

\$36 Extra Duty Hourly Rate

Based on Range C, Step 4 of the Credentialed Teacher Salary Schedule.

For example - Home Hospital, Saturday School, Summer School

2015-2016 calculation: \$46,535 divided by 185 days = \$251.54 daily divided by 7 hours = \$36 rounded

Interscholastic Sports

All stipend positions are voluntary except when part of a job description. All positions with the exception of Athletic Director are unit member positions and will only be offered to a person outside of the unit if no qualified unit member is interested.

Experience:	Year 1	Year 2	Year 3	Year 4+
Longevity:		\$200	\$0	\$200
Head Coach Varsity Football, Basketball, Softball, Volleyball Soccer, Wrestling, Baseball	\$2,800	\$3,000	\$3,000	\$3,200
Head Coach Varsity All other sports	\$2,500	\$2,700	\$2,700	\$2,900
Assistant Coach Varsity All sports, where authorized	\$2,000	\$2,200	\$2,200	\$2,400
Head Coach JV or 9th Grade All sports	\$2,000	\$2,200	\$2,200	\$2,400
Assistant Coach JV or 9th Grade All sports, if Board authorized	\$1,300	\$1,500	\$1,500	\$1,700
Cheerleader for 2 sports seasons Board authorized only	\$1,700	\$1,900	\$1,900	\$2,100
Experience:	Year 1	Year 2	Year 3+	
Longevity:		\$0	\$200	
Middle School Coaches Basketball	\$1,700	\$1,700	\$1,900	
Middle School Coaches All other sports	\$1,500	\$1,500	\$1,700	

All stipend positions are voluntary except when part of a job description. All positions with the exception of Athletic Director are unit members positions and will only be offered to a person outside of the unit if no qualified unit member is interested.

**Appendix A – Athletic Stipends and Special Assignment Salary Schedules
Special Assignments (Pilot Year 2015-16)**

Tier	Tier IV	Tier III	Tier II	Tier I
Proposed Stipend	\$2400	\$1800	\$1200	\$600
Proposed hours of commitment beyond contract hours	3+ hours/wk (150+ hours)	2+ hours/wk (80 – 150+ hours)	1+ hour/wk (40 - 80 hours)	45 minutes - 1 hour/wk. (<40 hours)
	WASC Chair	K-8 Yearbook	Mentoring Program Coordinator	K-8 Lunch time Clubs
	ASB Advisor	MS Athletic Director	Webmaster	MS Student Council
	Substitute Coordinator		Afterschool HS Drama Club and performances	HS Lunchtime Clubs
			Afterschool Chamber Singers and performances	Emergency Preparedness
			Testing Coordinator	HS Class Advisors
			Media Tech Support	K-8 ELA Coordinator
				K-8 Science Coordinator
				K-8 Social Studies Coordinator
				HS Lit/SS Coordinator
				HS STEM Coordinator
				HS Behavior Coordinator
				Tech Committee Coordinator
				Volunteer Coordinator
				K-3 SST Chair
				4-8 SST Chair
				Clubs
				K-8 Math Coordinator
				Parent Involvement Coordinator

Athletics

	Tier III	Tier II	Tier I
Proposed Stipend	\$2400	\$1800	\$1200
Proposed hours of commitment	200+ hours	100 – 200 hours	
	Football	Cross Country	Assistant Coaches
	Soccer	Baseball	
	Volleyball	Golf	
	Basketball	Softball	
		Tennis	
		MS Volleyball	
		MS Basketball	
		MS Soccer	
		Track	
		Cheerleading	
		JV Coaches	

**Mendocino Unified School District
Mendocino Teachers' Association
2015-1
Board Approved June 19, 201**

Rate	0		1		2		3		4		5		
	B.A.	B.A.+30	MA or NBC	w 2 MA	PhD	B.A.+45	MA or NBC	w 2 MA	PhD	B.A.+75	MA or NBC	w 2 MA	PhD
1	\$39,500	\$44,000	\$46,500	\$49,000	\$46,600	\$44,750	\$47,250	\$49,750	\$47,350	\$46,250	\$48,750	\$51,250	\$48,850
2	\$40,657	\$45,289	\$47,789	\$50,289	\$47,889	\$46,061	\$48,561	\$51,061	\$48,661	\$47,605	\$50,105	\$52,605	\$50,205
3	\$41,848	\$46,615	\$49,115	\$51,615	\$49,215	\$47,410	\$49,910	\$52,410	\$50,010	\$48,204	\$50,704	\$53,204	\$50,804
4	\$43,074	\$47,981	\$50,481	\$52,981	\$50,581	\$48,798	\$51,298	\$53,798	\$51,398	\$49,616	\$52,116	\$54,616	\$52,216
5	\$44,335	\$49,386	\$51,886	\$54,386	\$51,986	\$50,228	\$52,728	\$55,228	\$52,828	\$51,070	\$53,570	\$56,070	\$54,170
6	\$45,634	\$50,832	\$53,332	\$55,832	\$53,432	\$51,699	\$54,199	\$56,699	\$54,299	\$52,565	\$55,065	\$57,565	\$55,665
7	\$46,970	\$52,321	\$54,821	\$57,321	\$54,921	\$53,213	\$55,713	\$58,213	\$55,813	\$54,105	\$56,605	\$59,105	\$57,205
8	\$48,346	\$53,854	\$56,354	\$58,854	\$56,454	\$54,772	\$57,272	\$59,772	\$57,372	\$55,690	\$58,190	\$60,690	\$58,290
9	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
10	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
11	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
12	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
13	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
14	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
15	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
16	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
17	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
18	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
19	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
20	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
21	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
22	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
23	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
24	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921
25	\$49,762	\$55,431	\$57,931	\$60,431	\$58,031	\$56,376	\$58,876	\$61,376	\$58,976	\$57,321	\$59,821	\$62,321	\$59,921

UKIAH UNIFIED SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 EFF. JULY 1, 2015 - JUNE 30, 2016
 188 days with 3% increase

Salary Schedule 1	column #	1	2	3	4	5	6	7	8	9	10
	STEP	Col. 1 (a) BA to 44 units	Col. 1 (b) with MA	Col. 2 (a) BA + 45 units	Col. 2 (b) with MA	Col. 3 (a) BA + 60 units	Col. 3 (b) with MA	Col. 4 (a) BA + 75 units	Col. 4 (b) with MA	Col. 5 (a) BA + 90 units	Col. 5 (b) with MA
1		43,297	44,047	44,138	44,888	45,962	46,712	47,712	48,462		
2		43,772	44,522	45,524	46,274	47,275	48,025	49,025	49,775		
3		45,524	46,274	47,275	48,025	49,025	49,775	50,777	51,527		
4		47,275	48,025	49,025	49,775	50,777	51,527	52,527	53,277		
5		49,025	49,775	50,777	51,527	52,527	53,277	54,278	55,028		
6		50,777	51,527	52,527	53,277	54,278	55,028	56,030	56,780		
7		52,527	53,277	54,278	55,028	56,030	56,780	57,780	58,530	61,282	62,032
8		54,278	55,028	56,030	56,780	57,780	58,530	59,531	60,281	63,033	63,783
9				57,780	58,530	59,531	60,281	61,282	62,032	64,783	65,533
10				59,531	60,281	61,282	62,032	63,033	63,783	66,535	67,285
11						63,033	63,783	64,783	65,533	68,286	69,036
12						64,783	65,533	66,535	67,285	70,036	70,786
13								68,286	69,036	71,788	72,538
14								70,036	70,786	73,538	74,288
15										75,289	76,039
16										77,040	77,790
18										78,061	78,811
20						68,298	69,048	72,834	73,584	79,091	79,841
22						68,575	69,325	73,785	74,535	80,729	81,479
25						71,288	72,038	76,497	77,247	83,252	84,002

UTA SECTION 8.1. GENERAL SALARY SCHEDULE PROVISIONS ON REVERSE
 \$750 for Masters (included in columns line b) - \$1,000 for Doctorate

Teacher Pay and Benefits Review

Attached are the pay scales from Fort Bragg Unified School District, Mendocino Unified School district, and Ukiah Unified School District. As a comparison, our teachers start at \$40K and we typically give a 3% increase per year depending on the employee's review, any stipends, and available money in the budget. Overall, when you look at the steps from the other district's pay scales their increases run about 2.5% and start at \$39.5K (Mend) – \$41.4K (FB) - \$43.3K (U). Each of them gives steps for time and increases for educational units. When you factor in the educational unit increases the increase is much greater. But that would normally take a few years to accomplish. All of the districts offer stipends for Master and Doctorate Degrees. The stipends that would make a lot of sense for us to consider is how the other districts offer stipends for outside activities the teachers take on. For instance, coaching, cheerleading, after school activities, band, student council, summer school, Saturday school, etc. Something to consider.

TRCS Current Monthly Health Benefits costs:

TRCS	Emp	Total
747	132	879
1489	262	1751
1477	260	1737
2109	372	2481
2083	367	2450
741	130	871

The other three districts pay a monthly base fee and the employees pay the difference.

Ukiah - \$600

Mendocino - \$706

FB - \$875

Three Rivers Charter School Board Member Application

1211 Del Mar Drive

Fort Bragg, CA 95437

Phone 707.964.1128 • Fax 707.964.1003

Web Address: THREERIVERSCHARTERSCHOOL.COM

Isabel

PERSONAL INFORMATION

Title/Prefix: Mrs. Ms. Mr. Miss Dr. Other

Name: Maria Isabel Saldana
First Middle Last

Home Address: 1021 S. Main St, Spc 17
Street Number

Fort Bragg City CA State 95437 Zip

Preferred Method of Contact: Home Work Cellular

Home Number: _____
Work Number: _____

Fax Number: _____
Cellular Number: (707) 813-7536

Email Address: isaldana58@gmail.com

Spouse/Partner's Name: _____
First Middle Last

In case of an emergency please contact: Rosa Saldana

Current employer: Life 1

Emergency contact number: (707) 813-0882

Please check your highest education level:

- High School/GED
- Associate's Degree
- Master's Degree
- Trade/Business School
- BA or BS Degree
- MD, DO, JD, PhD, etc.

Please check each area of expertise you would contribute to a board:

- Community Service
- Education
- Finance
- Fundraising
- Law
- Management
- Marketing
- Personnel
- Public Relations
- Parent Involvement Programs
- Other (please specify): _____

On a scale from 1 to 5 (5 being extremely comfortable) how comfortable are you with technology: 1 2 3 4 5

Do you have any governmental experience? Yes No
If yes, please list: _____

Please list boards and committees that you serve on, or have served on, the date of service and your role/title (business, civic, community, fraternal, political, professional, recreational, religious, social).

Have you received any honors or awards? Yes No If yes please list: _____

_____ nights in Dawn Grey, Santa breakfast, Translating FBHS newsletters.

Do you have any volunteer experience? Yes No If yes please list: Movie

CONDITIONS OF APPOINTMENT

Instructions: The following questions indicate the minimum conditions that must be met in order to be considered for appointment. Please complete the following sections by indicating yes or no.

- 1. Will you be able to attend regularly scheduled board meetings? Yes No
- 2. Do you agree to complete a minimum of six hours of board training and development? Yes No
- 3. Will you be able to attend: workshops; trainings; special meetings; sub committees meetings? Yes No
- 4. Do you agree to complete an annual conflict of interest disclosure (Form 700)? Yes No

Why would you like to join the Board? I would like to be more involved, and help with anything I can. I can learn fast so I would help in any way possible.

RELATIONSHIP TO THREE RIVERS CHARTER SCHOOL

Instructions: Please complete the following section by indicating yes or no. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding questions.

1. Did or will you or your spouse/partner have any contractual agreements with Three Rivers Charter School (TRCS)? Yes No

2. Did or will you, your spouse/partner, or any member of your immediate family have any Ownership interest in any educational service provider or any other company contracting with TRCS.? Yes No

3. Did or will you or your spouse/partner lease or sell property to TRCS? Yes No

4. Did or will you or your spouse/partner sell any supplies, materials, equipment or or other personal property to TRCS? Yes No

5. Have you or your spouse/partner guaranteed any loans for TRCS or loaned it any money? Yes No

6. Are or will you, your spouse/partner or any member of your immediate family be employed by service providers or other contractors? Yes No

7. Did you or your spouse/partner provide any start-up funds to TRCS? Yes No

8. Does any other individual, board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the board? Yes No

9. Do you currently serve as a member of the board of any public school district or public school other than the board for which you are applying? Yes No

10. Do you currently serve as a public official? (if you are being re-nominated to the same public school Board and do not serve as a public official in any other capacity please select "No" as your response.) Yes No

*I am the aunt to three of the Three Rivers Charter School students. I translate and help my sister in news. I am very involved with meetings, homework and anything involving the kids.

Three Rivers Charter School will perform a criminal records check from local, state and federal law enforcement agencies prior to your appointment. If the reports received from these agencies do not match your representations listed below, appointment to Three Rivers Charter School Board may be voided at the sole discretion of TRCS.

CRIMINAL BACKGROUND DISCLOSURE

Have you or your spouse/partner, or any member of your immediate family ever been engaged in legal activity, or filed a complaint against a School District?
 Yes NO

Has any business involving you, your spouse/partner, close family members or close business associates been part of any administrative agency proceedings or civil litigation relevant to the board member position?
 Yes NO

Are you presently or have you ever been involved in administrative agency proceedings or civil litigation?
 Yes NO

AGENCY PROCEEDINGS/CIVIL LITIGATION

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee or other professional group?
 Yes NO

CITATIONS

Instructions: Please complete the following section by indicating yes or no. If you answer "yes" to any of the following Questions, please provide an explanation on a separate sheet of paper.

ETHICAL ISSUES

12. Did or do you or your spouse/partner, or any member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would cause you to answer "yes" to questions 1-12?
 Yes NO

11. To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and TRCS, or which would make it difficult for you to discharge your duties or exercise judgment independently on behalf of TRCS?
 Yes NO

Instructions: Complete this section by placing your initials in the space beside option 1, 2 and or 3. If you initial option 1 or 2, please provide on a separate sheet of paper what the charges were and which courts were involved.

1. _____ I have been convicted or plead either guilty or no contest to one or more crimes. Initial

2. _____ I am currently charged with one or more crimes. Initial

3. IS I have not been convicted or plead either guilty or no contest to any crimes, nor am I currently charged with one or more crimes.

4. IS I agree and am willing to complete the criminal record background check. Initial

APPLICATION VERIFICATION

I recognize that all information submitted with this application or gathered by TRCS, as a result of this application becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold TRCS, its directors, officers, employees and authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this application process.

I understand that TRCS, is under no obligation to appoint me or any nominee to a public school board. My signature below certifies that all information provided in this application is true and complete.

Signature

Shawn Johnson

Date

11/26/15

CONSENT FOR PERSONAL BACKGROUND CHECK

A criminal records check must be conducted as a condition for appointment as a TRCS Board member. This consent does not authorize, nor will it include a consumer credit check. Information requested on this page will be used to conduct a criminal records check and will not be used to determine qualifications as a proposed public school board member. This page will be removed prior to review of the information contained in the application.

Please print or type the following information:

Print or type your full name: Maria Isabel Saldana
 First Middle Last

Current Address: 1021 S Main St, SPC #17
Fort Bragg CA 95437
 Street Number City State Zip

Former Address: _____
 Street Number
 City State Zip
 Date of Birth: June / 19 / 1989
 Month Day Year
 Gender: Male Female

By signing this document I acknowledge receipt of this disclosure and authorize Three Rivers Charter School to obtain a copy of my criminal records report.

I consent to the release of information concerning my criminal record, subject to any restrictions that I have included, to Three Rivers Charter School. I specifically authorize TRCS to conduct a criminal records check on me with the applicable local, state and federal law enforcement agencies. I will hold TRCS, its directors, officers, employees and authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this criminal records check consent process.

By my signature, I assert and certify that the information provided is, to the best of my knowledge, true and complete.

Signature Maria Isabel Saldana
 Date 11/30/15

High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements (the state minimums) follow:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- One year of foreign language or visual and performing arts or commencing with the 2012–13 school year, career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 years of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements. Beginning in the 2005–06 school year, students must pass the California High School Exit Examination to receive a high school diploma. (Please refer to the Testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the California High School Proficiency Examination and the General Educational Development test.) As of 2015 the Ca High School Exit Exam has been cancelled until further direction.

Pursuant to *Education Code* Section 56101, a district, Special Education Local Plan Area (SELPA), county office, or public education agency may request the board to grant a waiver of the Algebra I requirement for individuals with exceptional needs. The district would submit a Specific Waiver to the State Board of Education. Each waiver will be considered

on a case-by-case basis. Before submitting a request for a waiver, however, the district, county office or SELPA must ensure that all students/parents/guardians are informed that completion of a course in Algebra I prior to graduation is a requirement for earning a standard high school diploma. Students/parents/guardians must also understand that the consequences of not enrolling in an Algebra I course is the denial of a high school diploma. Information on the waiver process is available from the California Department of Education's (CDE) [Waiver Office](#).

EDUCATION CODE SECTION 56390-56392

56390. Notwithstanding Section 51412 or any other provision of law, a local educational agency may award an individual with exceptional needs a certificate or document of educational achievement or completion if the requirements of subdivision (a), (b), or (c) are met.

(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.

(c) The individual has satisfactorily attended high

school,
participated in the instruction as prescribed in his or her
individualized education program, and has met the
objectives of the
statement of transition services.

56391. An individual with exceptional needs who meets the
criteria
for a certificate or document described in Section 56390
shall be
eligible to participate in any graduation ceremony and any
school
activity related to graduation in which a pupil of similar
age
without disabilities would be eligible to participate. The
right to
participate in graduation ceremonies does not equate a
certificate or
document described in Section 56390 with a regular high
school
diploma.

56392. It is not the intent of the Legislature by enacting
this
chapter to eliminate the opportunity for an individual with
exceptional needs to earn a standard diploma issued by a
local or
state educational agency when the pupil has completed the
prescribed
course of study and has passed the proficiency requirements
with or
without differential standards.

56026. "Individuals with exceptional needs" means those
persons who
satisfy all the following:

(a) Identified by an individualized education program
team as a
child with a disability, as that phrase is defined in

Section 1401(3)

(A) of Title 20 of the United States Code.

(b) Their impairment, as described by subdivision (a), requires instruction and services which cannot be provided with modification of the regular school program in order to ensure that the individual is provided a free appropriate public education pursuant to Section 1401(9) of Title 20 of the United States Code.

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	15	16	17	18	19	20
21	FD	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:
179 Student Days

First Day (FD) of Instruction:
August 22

Last Day of Instruction:
June 16

Marking Periods:

Semester 1:
January 27

Semester 2:
June 16

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

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

January 2017

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

February 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	H	18
19	H	PB	PB	PB	PB	25
26	27	28				

March 2017

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
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	SB	SB	SB	SB	SB	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017

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	19	20
21	22	23	24	25	26	27
28	H	30	31			

June 2017

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	19	20	21	22	23	24
25	26	27	28	29	30	

LP 1 - Aug 22 - Sept 16 / 19 Days
LP 2 - Sept 19 - Oct. 14 / 20 Days
LP 3 - Oct 24 - Nov. 18 / 19 Days
LP 4 - Nov. 28 - Dec. 16 / 15 Days
LP 5 - Jan. 3 - Jan. 27 / 18 Days

LP 6 - Jan. 30 - Feb. 16 / 14 Days
LP 7 - Feb.27 - Mar. 24 / 20 Days
LP 8 - Mar.27 - Apr.28 / 20 Days
LP 9 - May 1 - May 26 / 20 Days
LP 10 - May 30 - June 16 / 14 Days