



# Three Rivers Charter School

## Regular Board Meeting

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### **Date and Time**

Tuesday April 14, 2026 at 5:30 PM PDT

### **Location**

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

Three Rivers Charter School

1211 Del Mar Dr.

Fort Bragg, CA

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

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

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

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

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

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

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:30 PM</b>
<b>A.</b> Call the Meeting to Order		Dana Vogeles	1 m
<b>B.</b> Record Attendance		Roger Coy	1 m
<b>C.</b> Community Comment	Discuss	Dana Vogeles	10 m
Each person wanting to speak may have 3 minutes to make their statements. The Board will not comment unless it is to quickly clarify a procedure, process or policy.			
<b>D.</b> Approve Agenda	Discuss	Dana Vogeles	3 m
<b>II. Reports</b>			<b>5:45 PM</b>
<b>A.</b> Teacher Reports	Discuss	Kim Morgan	5 m
Update from the classrooms.			
<b>B.</b> Financial Report	Discuss	Roger Coy	15 m
Treasurer to present Financial Report.			
<b>C.</b> Director Report	Discuss	Kim Morgan	10 m
TRCS Director to present school update for the board.			
<b>D.</b> Board Member Reports	Discuss	Dana Vogeles	10 m
Any Board Member wishing to share information.			
<b>III. Discussion and Action Items</b>			<b>6:25 PM</b>
<b>A.</b> Approve Minutes	Approve Minutes	Dana Vogeles	3 m
Approve minutes from previous Regular Board Meeting.			
Approve minutes for Regular Board Meeting on March 10, 2026			

	Purpose	Presenter	Time
<p><b>B. Comprehensive School Safety Plan (CSSP) Approval</b></p> <p>The CSSP outlines policies and procedures for ensuring student and staff safety, including emergency preparedness, disaster response, and school climate strategies. The CSSP for the [2025–26] school year has been reviewed and updated to reflect current site conditions, practices, and protocols.</p>	Vote	Kim Morgan	15 m
<p><b>C. Summer Session Plan</b></p> <p>Review and approve Summer Session Plan for intersession days in June/July funded by Expanded Learning Opportunities Program (ELOP).</p>	Vote	Kim Morgan	15 m
<p><b>D. Acknowledge Board Member Resignation</b></p> <p>Board Member Andy Wellspring resignation submitted April 7, 2026.</p>	Discuss	Dana Vogeles	5 m
<b>IV. Closed Session</b>			<b>7:03 PM</b>
<p><b>A. Public Employee Complaint (Gov. Code §54957)</b></p>	Discuss	Kim Morgan	20 m
<p><b>B. Public Employee Discipline/Dismissal/Release (Gov. Code §54957)</b></p> <p>Conference to consider discipline/dismissal/release regarding Public Employee Complaint.</p>	Vote	Dana Vogeles	20 m
<b>V. Reconvene to Open Session</b>			<b>7:43 PM</b>
<p><b>A. Report Out of Closed Session (Gov. Code §54957.1)</b></p>	FYI	Dana Vogeles	5 m
<b>VI. Closing Items</b>			<b>7:48 PM</b>
<p><b>A. Adjourn Meeting</b></p>	Vote	Dana Vogeles	2 m

# Coversheet

## Teacher Reports

**Section:** II. Reports  
**Item:** A. Teacher Reports  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Teacher Reports 4.14.26.pdf

## Teacher Updates for the Board

April 14, 2026

### **Grades 1-2, Ms. Luna**

1st and 2nd grade has been jam packed with exciting classroom experiences and growth. Students have been practicing and becoming proficient at all levels of telling time. They are going to be asking for watches to be timekeepers soon! We have also been studying plants and have been enjoying watching seeds grow. Students became pollinators of plants and enjoyed some tasty treats. They loved learning that we eat all the parts of the plants at different times. Each week we have participated in story telling with Ms. Fairyann and the students have become amazing storytellers and are practicing their listening skills. We also were able to have friends from the Audubon Society come to our classroom and teach us all about birds and their adaptations. We will go birding around our campus to enjoy the species close by.

### **Grades 3-4, Ms. Natalie**

A big shout out to our volunteer chaperones who helped grades 3-6 attend a fun field trip.

Grades 3-4 practiced theater etiquette for 2 lessons before we attended the Luther Burbank show, "Wind in the Willows," a fabulous show - one actor playing multiple roles of a portion of the old children's novel.

After the performance, we drove north to Willits and toured the Mendocino County Museum. This was the first time the museum provided docents, dividing our population into 4 smaller groups and using a station rotation strategy. Our students stayed engaged the entire time and it was a very successful event.

### **Grades 5-6, Mrs. Krebs**

The 5th and 6th grade had an amazing field trip with the 3/4 class On April 2nd. We saw the a retelling of The Wind in the Willows, which was a one man performance, and then we headed to the county museum. It was an extremely successful field trip, and I want to give all of our parents props for making the field trip successful.

In class, we have finished NWEA testing, gearing up for our CAASPP testing in May. We are working on inequalities in 6th grade, and we have just finished a unit on decimals in the 5th grade. In ELA, we are working on a campaign poster and speech on who the students want to be the president of Jamestown. Their posters are amazing, and I can't wait to read their speeches.

In science class, we are learning about ecosystems and biomes, and the students picked a biome to create a display about. They are building them inside boxes.

Have a great weekend.

### **Grades 7-8, Mr. Lang**

We've had a strong start to this stretch of the semester and continue to build positive momentum in the classroom. In math, we are continuing our work with solving equations, now integrating skills from exponents, integers, and radicals into more complex problem-solving. Students are showing increased confidence as they apply these concepts in new contexts.

In U.S. History, we are continuing to utilize our role card system alongside textbook work and historical documentaries as we move through Reconstruction and into the late 1800s and early 1900s. This approach continues to help students develop perspective on historical eras while increasing engagement and ownership in their learning.

In electives, students participating in the yearbook project are making steady progress, while others are continuing with their chosen electives from last semester. It's been great to see students take ownership of their interests and projects.

In science, we are continuing our outdoor education focus as we explore concepts connected to the world around us. This allows students to engage in hands-on experiences that reinforce key ideas and build real-world connections.

As always, I appreciate the continued support of this board and community and the trust you've given me to provide a quality education for our students. Please feel free to come join us anytime.

Mr. Lang

# Coversheet

## Financial Report

<b>Section:</b>	II. Reports
<b>Item:</b>	B. Financial Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Treasurer's Report 4-14-26.pdf Actual vs 1st Interim Budget 3-31-26.pdf Balance Sheet 3-31-26.pdf

## Treasurer's Report

(Based on Financial Reports dated 3-31-26)

### Balance Sheet:

<b>Total Cash:</b>	<b>March 31, 2025 - \$1,393,488</b>	<b>March 31 2026 - \$1,370,576</b>
<b>Deferred Revenue - March 31, 2025 - \$303,235</b>		<b>March 31, 2026 - \$213,562</b>

### Actual vs. 1st Interim Budget:

**Total Revenue: Actual: \$1,168,491    Budget: \$1,233,046**

- FCFF Rev Down

**Total Expenses: Actual: \$1,042,195    Budget: \$1,237,588**

- Special Ed - \$129,670

**Total Net:            Actual: \$126,296            Budget: (\$4,542)**

AP Reviewed No Issues



### Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2025 Through 03/31/2026 <small>Actual</small>	07/01/2025 Through 03/31/2026 <small>1st Interim Budget</small>	Year Ending 06/30/2026 <small>1st Interim Budget</small>	Remaining Budget <small>Summary</small>
<b>Net Increase/(Decrease) in Net Assets</b>				
Total Revenue				
LCFF Revenue				
801100 - LCFF Revenues	255,971.00	313,442.50	433,564.00	177,593.00
801200 - Education Protection Account Revenue	73,977.00	120,546.66	162,325.99	88,348.99
809600 - Charter Schools Funding In-Lieu of Property Taxes	317,340.00	309,547.21	437,381.94	120,041.94
Total LCFF Revenue	<u>647,288.00</u>	<u>743,536.37</u>	<u>1,033,271.93</u>	<u>385,983.93</u>
Federal Revenue				
822000 - Federal Child Nutrition Programs	19,328.84	25,818.90	39,970.95	20,642.11
829000 - All Other Federal Revenue	271,610.05	271,610.05	271,610.05	0.00
829100 - Title I Federal Revenue	5,841.00	11,681.66	23,362.98	17,521.98
829200 - Title II	716.00	1,431.66	2,862.98	2,146.98
829400 - Title IV	3,570.24	4,578.00	10,000.00	6,429.76
829500 - Title V Federal Revenue	1,356.00	1,409.00	4,227.00	2,871.00
Total Federal Revenue	<u>302,422.13</u>	<u>316,529.27</u>	<u>352,033.96</u>	<u>49,611.83</u>
State Revenue				
852000 - State Child Nutrition Program	15,734.44	12,517.65	20,499.96	4,765.52
855000 - Mandated Block Grant	1,510.00	1,037.10	1,659.36	149.36
856000 - State Lottery Revenue	5,734.60	11,022.35	22,044.71	16,310.11
859000 - All Other State Revenues	135,315.69	114,645.62	226,321.26	91,005.57
859100 - SB 740 Revenue	22,500.00	0.00	36,640.00	14,140.00
859900 - Prior Year State Income	(926.66)	0.00	0.00	926.66
879200 - SPED State/Other Transfers of Apportionments from County	0.00	3,903.75	6,246.00	6,246.00
Total State Revenue	<u>179,868.07</u>	<u>143,126.47</u>	<u>313,411.29</u>	<u>133,543.22</u>
Local Revenue				
866000 - Interest Income	19,482.62	11,445.93	18,282.93	(1,199.69)
868200 - Foundation Grants/Donations	0.00	6,426.85	10,282.96	10,282.96
868400 - Student Body (ASB) Fundraising Revenue	5,466.00	0.00	0.00	(5,466.00)
868500 - School Site fundraising	2,336.06	7,924.75	9,400.00	7,063.94
869900 - All Other Local Revenue	11,627.82	4,056.32	6,144.95	(5,482.87)
Total Local Revenue	<u>38,912.50</u>	<u>29,853.85</u>	<u>44,110.84</u>	<u>5,198.34</u>
Total Revenue	<u>1,168,490.70</u>	<u>1,233,045.96</u>	<u>1,742,828.02</u>	<u>574,337.32</u>
Total Expenses				
Salaries and Benefits				
Certificated Salaries				
110000 - Teachers' Salaries	206,259.99	229,306.88	298,789.98	92,529.99
112000 - Substitute Expense	7,933.45	6,109.35	6,999.96	(933.49)
130000 - Certificated Supervisor and Administrator Salaries	65,241.05	64,371.45	85,932.90	20,691.85
Total Certificated Salaries	<u>279,434.49</u>	<u>299,787.68</u>	<u>391,722.84</u>	<u>112,288.35</u>
Classified Salaries				
210000 - Instructional Aide Salaries	117,008.41	122,691.26	170,565.95	53,557.54
220000 - Classified Support Salaries (Maintenance, Food)	71,084.98	58,869.22	69,915.34	(1,169.64)
240000 - Clerical, Technical, and Office Staff Salaries	26,611.26	29,405.76	39,999.96	13,388.70
290000 - Other Classified Salaries (Noon and Yard Sup, etc.)	9,591.00	10,469.35	15,199.96	5,608.96
Total Classified Salaries	<u>224,295.65</u>	<u>221,435.59</u>	<u>295,681.21</u>	<u>71,385.56</u>



### Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2025 Through 03/31/2026 <small>Actual</small>	07/01/2025 Through 03/31/2026 <small>1st Interim Budget</small>	Year Ending 06/30/2026 <small>1st Interim Budget</small>	Remaining Budget <small>Summary</small>
<b>Benefits</b>				
310100 - State Teachers' Retirement System, Certificated	48,988.96	49,853.50	68,037.04	19,048.08
330100 - OASDI/Medicare, Certificated	4,015.91	5,530.91	7,880.99	3,865.08
330200 - OASDI/Medicare, Classified	17,187.97	16,957.20	22,619.34	5,431.37
340100 - Health & Welfare Benefits, Certificated	33,530.74	54,502.66	72,599.56	39,068.82
340200 - Health & Welfare Benefits, Classified	8,733.61	0.00	0.00	(8,733.61)
340300 - Unallocated Health Insurance	15,692.34	0.00	0.00	(15,692.34)
350100 - State Unemployment Insurance, Certificated	877.82	2,590.60	4,085.62	3,207.80
350200 - State Unemployment Insurance, Classified	1,601.97	4,380.06	6,809.73	5,207.76
360100 - Worker Compensation Insurance, Certificated	8,368.40	8,368.22	8,368.13	(0.27)
360200 - Worker Compensation Insurance, Classified	2,516.60	2,516.78	2,516.90	0.30
<b>Total Benefits</b>	<u>141,514.32</u>	<u>144,699.93</u>	<u>192,917.31</u>	<u>51,402.99</u>
<b>Total Salaries and Benefits</b>	<u>645,244.46</u>	<u>665,923.20</u>	<u>880,321.36</u>	<u>235,076.90</u>
<b>Operational Expenses</b>				
<b>Books and Supplies</b>				
410000 - Approved Textbooks and Core Curriculum	11,868.27	14,240.03	15,364.96	3,496.69
420000 - Books and Other Reference Materials	229.90	640.60	1,024.96	795.06
430000 - Materials and Supplies	18,358.10	21,113.08	31,243.00	12,884.90
431500 - Classroom Materials and Supplies	5,280.09	7,961.43	10,029.97	4,749.88
438100 - Materials for Plant Maintenance	1,760.18	4,372.26	6,144.99	4,384.81
440000 - Noncapitalized Equipment	7,459.65	13,709.93	20,209.94	12,750.29
441000 - Software and Software Licensing	15,659.44	19,400.38	19,999.97	4,340.53
443000 - Noncapitalized Student Equipment	2,332.17	16,682.87	20,282.99	17,950.82
470000 - Food and Food Supplies	40,104.80	40,170.76	56,335.93	16,231.13
<b>Total Books and Supplies</b>	<u>103,052.60</u>	<u>138,291.34</u>	<u>180,636.71</u>	<u>77,584.11</u>
<b>Services</b>				
520000 - Travel and Conferences	3,436.65	4,151.20	5,120.98	1,684.33
521000 - Training and Development Expense	666.12	3,127.60	4,999.99	4,333.87
530000 - Dues and Memberships	1,928.05	1,112.12	1,112.12	(815.93)
540000 - Insurance	29,799.00	29,799.00	29,799.00	0.00
550000 - Operation and Housekeeping Services	17,423.77	17,854.43	24,509.99	7,086.22
550100 - Utilities	2,290.70	3,380.75	4,499.96	2,209.26
560000 - Space Rental/Leases Expense	46,220.00	45,457.50	60,000.00	13,780.00
560100 - Building Maintenance	0.00	6,250.00	10,000.00	10,000.00
560200 - Other Space Rental	600.00	312.50	500.00	(100.00)
560500 - Equipment Rental/Lease Expense	3,575.23	3,854.07	4,999.95	1,424.72



### Three Rivers Charter School Statement of Activities - Actual vs Budget

	07/01/2025 Through 03/31/2026 <small>Actual</small>	07/01/2025 Through 03/31/2026 <small>1st Interim Budget</small>	Year Ending 06/30/2026 <small>1st Interim Budget</small>	Remaining Budget <small>Summary</small>
561000 - Equipment Repair	45.00	204.35	299.96	254.96
580000 - Professional/Consulting Services and Operating Expenditures	47,290.94	50,752.12	54,999.97	7,709.03
580300 - Banking and Payroll Service Fees	9,090.16	6,534.33	7,886.94	(1,203.22)
580500 - Legal Services	6,002.50	312.50	500.00	(5,502.50)
580600 - Audit Services	6,608.25	7,067.25	9,985.95	3,377.70
581000 - Educational Consultants	1,595.00	1,595.00	1,595.00	0.00
581200 - Other Student Activities	3,001.95	3,001.95	3,001.95	0.00
581500 - Advertising/Recruiting	1,070.67	1,708.75	2,689.00	1,618.33
582000 - Fundraising Expense	10,949.04	3,625.00	5,800.00	(5,149.04)
583000 - Field Trip Expenses	3,406.84	5,491.69	7,000.00	3,593.16
587300 - Financial Services	64,166.74	54,687.50	69,999.98	5,833.24
587400 - Personnel Services	402.30	341.95	342.94	(59.36)
587500 - District Oversight Fee	0.00	6,457.95	10,332.72	10,332.72
587700 - IT Services	8,225.00	8,959.35	12,924.96	4,699.96
589000 - Interest Expense/Fees	6.00	145.00	232.00	226.00
590000 - Communications (Tele., Internet, Copies, Postage, Messenger)	1,598.00	1,811.40	2,559.96	961.96
<b>Total Services</b>	<b>269,397.91</b>	<b>267,995.26</b>	<b>335,693.32</b>	<b>66,295.41</b>
Capital Outlay				
690000 - Depreciation Expense	24,499.92	35,688.36	49,751.40	25,251.48
<b>Total Capital Outlay</b>	<b>24,499.92</b>	<b>35,688.36</b>	<b>49,751.40</b>	<b>25,251.48</b>
Other Outgo				
714100 - Special Education Encroachment District	0.00	129,689.65	207,503.44	207,503.44
<b>Total Other Outgo</b>	<b>0.00</b>	<b>129,689.65</b>	<b>207,503.44</b>	<b>207,503.44</b>
<b>Total Operational Expenses</b>	<b>396,950.43</b>	<b>571,664.61</b>	<b>773,584.87</b>	<b>376,634.44</b>
<b>Total Expenses</b>	<b>1,042,194.89</b>	<b>1,237,587.81</b>	<b>1,653,906.23</b>	<b>611,711.34</b>
<b>Total Net Increase/(Decrease) in Net Assets</b>	<b>126,295.81</b>	<b>(4,541.85)</b>	<b>88,921.79</b>	<b>(37,374.02)</b>



## Three Rivers Charter School

### Balance Sheet

Statement of Financial Position

	Year To Date 03/31/2026 <small>Current Year Balance</small>	Prior Year To Date 03/31/2025 <small>Prior Year</small>	Year To Date 03/31/2026 <small>Difference</small>
911000-TRC-020 - Cash in County Treasury	1,198,073.92	1,089,085.64	108,988.28
911100 - Fair Value Adjustment Cash in County Treasury	11,395.09	0.00	11,395.09
912000-TRC-020 - Cash in General Account	151,313.66	294,791.18	(143,477.52)
912600-TRC-020 - Cash in ASB account	9,793.68	9,610.97	182.71
<b>Total Cash and Cash Equivalents</b>	<b>1,370,576.35</b>	<b>1,393,487.79</b>	<b>(22,911.44)</b>
920000 - Accounts Receivables	0.00	95.70	(95.70)
929000 - Due from Grantor Governments	13.45	7,776.77	(7,763.32)
<b>Total Accounts Receivable</b>	<b>13.45</b>	<b>7,872.47</b>	<b>(7,859.02)</b>
933000 - Prepaid Expenses	5,840.51	5,836.83	3.68
<b>Total Prepaid Expenses</b>	<b>5,840.51</b>	<b>5,836.83</b>	<b>3.68</b>
942000 - Building/Leasehold Improvements	861,094.11	37,865.60	823,228.51
944000 - Furniture Fixtures and Equipment	42,518.95	17,893.20	24,625.75
945000 - Construction in Progress	0.00	824,743.28	(824,743.28)
946000 - Right of Use Asset	130,385.10	186,656.92	(56,271.82)
<b>Total Fixed Assets</b>	<b>1,033,998.16</b>	<b>1,067,159.00</b>	<b>(33,160.84)</b>
942500 - Accumulated Depreciation - Building Improvements	(70,711.84)	(14,839.31)	(55,872.53)
944500 - Accumulated Depreciation - Furniture & Fixtures	(15,819.88)	(12,937.36)	(2,882.52)
<b>Total Accumulated Depreciation</b>	<b>(86,531.72)</b>	<b>(27,776.67)</b>	<b>(58,755.05)</b>
<b>Total Assets</b>	<b>2,323,896.75</b>	<b>2,446,579.42</b>	<b>(122,682.67)</b>



## Three Rivers Charter School

### Balance Sheet

#### Statement of Financial Position

	Year To Date 03/31/2026 <small>Current Year Balance</small>	Prior Year To Date 03/31/2025 <small>Prior Year</small>	Year To Date 03/31/2026 <small>Difference</small>
950000 - Accounts Payable-System	13,919.62	9,461.42	4,458.20
<b>Total Accounts Payable</b>	<b>13,919.62</b>	<b>9,461.42</b>	<b>4,458.20</b>
950100 - Accrued Salaries	0.00	18,482.56	(18,482.56)
950300 - Accrued STRS	9,123.33	8,710.52	412.81
950600 - Credit Card Payable	(2,379.76)	4,293.88	(6,673.64)
959000 - Due to Grantor Governments	0.00	431.08	(431.08)
<b>Total Accrued Liabilities</b>	<b>6,743.57</b>	<b>31,918.04</b>	<b>(25,174.47)</b>
965000 - Deferred Revenue	213,561.71	303,235.80	(89,674.09)
<b>Total Other Short Term Liability</b>	<b>213,561.71</b>	<b>303,235.80</b>	<b>(89,674.09)</b>
965500 - ROU liability	125,690.74	181,548.86	(55,858.12)
<b>Total Other Liabilities</b>	<b>125,690.74</b>	<b>181,548.86</b>	<b>(55,858.12)</b>
<b>Total Liabilities</b>	<b>359,915.64</b>	<b>526,164.12</b>	<b>(166,248.48)</b>
 <b>Net Increase/(Decrease) in Net Assets</b>	 <b>126,295.81</b>	 <b>45,756.36</b>	 <b>80,539.45</b>
978000 - Unrestricted Net Assets – Designated	8,502.09	807,173.89	(798,671.80)
979000 - Unrestricted Net Assets - Undesignated	1,761,971.05	1,001,524.12	760,446.93
978900 - Designated for Economic Uncertainty	58,183.00	58,183.00	0.00
<b>Total Unrest Net Assets with Inc/(Dec) to date</b>	<b>1,954,951.95</b>	<b>1,912,637.37</b>	<b>42,314.58</b>
979700 - Temporarily restricted Net Assets	9,029.16	7,777.93	1,251.23
<b>Total Restricted Net Assets</b>	<b>9,029.16</b>	<b>7,777.93</b>	<b>1,251.23</b>
<b>Total Net Assets</b>	<b>1,963,981.11</b>	<b>1,920,415.30</b>	<b>43,565.81</b>
<b>Liabilities and Net Assets</b>	<b>2,323,896.75</b>	<b>2,446,579.42</b>	<b>(122,682.67)</b>

# Coversheet

## Director Report

<b>Section:</b>	II. Reports
<b>Item:</b>	C. Director Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Director's Report 4.14.26.pdf

**Director's Report**  
**April 14, 2026**

- Enrollment Lottery was 4/3
  
- Staff Development Day 4/13
  - Behavior Training w/ Amy Hansen from SELPA
  - Teacher Evaluations
  - Progress Reports
  
- Events & Activities:
  - This Saturday, April 18th: Earth Day event 12-4
  - PTN & Movie Night Wed. April 22nd
  - Garden & Grounds Workday, Sat. May 2

# Coversheet

## Approve Minutes

**Section:** III. Discussion and Action Items  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on March 10, 2026

APPROVED



# Three Rivers Charter School

## Minutes

### Regular Board Meeting

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#### **Date and Time**

Tuesday March 10, 2026 at 5:30 PM

#### **Location**

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

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

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

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

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

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

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

implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting. The Board reserves the right to mute or remove a member of the public for inappropriate behavior which is disruptive.

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### **Directors Present**

A. Dominguez, A. Wellspring, D. Vogele, L. Norman, R. Coy, S. Wright

### **Directors Absent**

*None*

### **Guests Present**

Joe Aldrige, K. Morgan, Natalie Shoptaw

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## **I. Opening Items**

### **A. Call the Meeting to Order**

D. Vogele called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Mar 10, 2026 at 5:34 PM.

### **B. Record Attendance**

### **C. Community Comment**

### **D. Approve Agenda**

L. Norman made a motion to approve agenda.

S. Wright seconded the motion.

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

## **II. Reports**

### **A. Teacher Reports**

shared in attachment to agenda

### **B. Financial Report**

discussed attachments in the agenda

### **C. Director Report**

discussed attachment in the agenda

### **D.**

## Board Member Reports

bake sale was good!

### III. Discussion and Action Items

#### A. Approve Minutes

R. Coy made a motion to approve the minutes from Regular Board Meeting on 02-10-26.

S. Wright seconded the motion.

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

#### B. Approve Second Interim Budget Report

A. Dominguez made a motion to approve the Second Interim Budget.

R. Coy seconded the motion.

Need to look into the discrepancy between the Treasurer's report and the Second Interim Budget re: classified support salaries. Will revisit the budget if needed in April.

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

#### Roll Call

A. Dominguez Aye

R. Coy Aye

L. Norman Aye

D. Vogeles Aye

A. Wellspring Aye

S. Wright Aye

#### C. Charter Renewal

Public hearing on Thursday March 12. Our spot on the agenda is probably 6:45, 6:30 possibly.

#### D. Approve Revised TRCS Discipline Policy

A. Wellspring made a motion to approve revised TRCS discipline policy.

L. Norman seconded the motion.

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

#### E. Approved Revised Lottery Policy

A. Dominguez made a motion to approve revised Admission and Enrollment Policy.

R. Coy seconded the motion.

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

#### F. Approve Immigration Enforcement Policy

A. Wellspring made a motion to approve the Immigration Enforcement Policy.

L. Norman seconded the motion.

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

**G. Approve expense over \$5000**

L. Norman made a motion to Approve the powerschool bill of \$5219.53 and Young, Minnie and Corr legal bill of \$5960.

A. Dominguez seconded the motion.

Powerschool \$5219.53

Lawyers \$5960

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

**IV. Closed Session**

**A. Employee Benefits (Gov. Code § 54957)**

Discussed Employee Benefits

**V. Return to Open Session**

**A. Vote on Closed Session item**

L. Norman made a motion to take action as discussed in closed session.

A. Dominguez seconded the motion.

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

**Roll Call**

L. Norman Aye

S. Wright Aye

A. Wellspring Aye

D. Vogele Aye

R. Coy Aye

A. Dominguez Aye

**VI. Closing Items**

**A. Adjourn Meeting**

L. Norman made a motion to adjourn.

A. Dominguez seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:18 PM.

Respectfully Submitted,

A. Wellspring

# Coversheet

## Comprehensive School Safety Plan (CSSP) Approval

**Section:** III. Discussion and Action Items  
**Item:** B. Comprehensive School Safety Plan (CSSP) Approval  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2025\_Comprehensive\_School\_Safety\_Plan\_Three\_Rivers\_Charter\_School\_20260410 (1).pdf

# Comprehensive School Safety Plan



# Three Rivers Charter School

## 2025-26 School Year

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

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Kimberly Morgan	School Director, Administrator		
Michael Lang	Teacher, Certificated Staff		
Marcia Mollett	School Secretary, Classified Staff		

Name	Title	Signature	Date
Dana Vogele	Board Member & Parent		
Roger Coy	Board Member		

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## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

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

### Safety Plan Vision

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

The teachers and support staff at TRCS provide an exemplary learning environment. Academic learning is the primary focus of the

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

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

The administration and staff will:

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

## Components of the Comprehensive School Safety Plan (EC 32281)

### Three Rivers Charter School Safety Committee

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

### Assessment of School Safety

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

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

A review of responses from family and student surveys spring of 2025 shows that a majority of TRCS students feel safe. When asked in a Student Survey in May 2025, students reported the following results when asked to rate "I feel safe at school" on a scale of 1-4 with (1) being not safe and (4) being very safe:

44% report a (3)

47% report a (4)

Three students marked (2) or (1).

When asked in a Family Survey in May 2025, parent/guardians reported the following results when asked to rate "My student feels safe at school" on a scale of 1-4 with (1) being not safe and (4) being very safe:

20% report a (3)

% report a (4)

The student Suspension and Expulsion rates at TRCS continues to remain low. No students have been expelled from school in recent years. Data on the CA School Dashboard depicts a "green" indicator for the 2024-25 year for Suspension rate (the second highest color out of five). TRCS had a 1.2% suspension rate in 2024-25, 2.1% of students were suspended in the 2023-24 school year and zero in 2022-23.

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

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

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

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

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

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

TRCS provides onsite training for teachers, office staff and teacher aides in First Aid, CPR and Epipen use. In the fall of 2025, the staff participated in these in person certification trainings as well as an AVERT training (Active Violence Emergency Response).

Additionally, annual online training includes courses in First Aid, CPR, Blood Borne Pathogens, Bullying Prevention, Child Abuse Reporting, Active Shooters, Sexual Harassment, Playground Supervision and other safety topics.

Fire extinguishers are inspected monthly and recharged annually.

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

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

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

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

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

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

##### **Disaster Plan**

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

TRCS holds drills quarterly for the Emergency Procedures.

### Three Rivers Charter School General Emergency Response Plan

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

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

If students and staff are dismissed for the day:

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

### TRCS Evacuation Procedure

Evacuation Procedure for Fire or other need to evacuate.

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

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

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

### TRCS Drop and Cover Emergency Procedure

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

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

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

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

#### TRCS Lock-down Procedure

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

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

#### TRCS Off-site Evacuation Procedure

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

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

### **Adaptations for Students with Disabilities**

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

### **Public Agency Use of School Buildings for Emergency Shelters**

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

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

The Discipline Policy documents the grounds for, procedures and appeal process for suspensions and expulsions.

See the full policy in the Appendix.

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

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

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

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

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

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

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

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

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

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

Physical assaults of a sexual nature, such as:

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

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

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

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

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

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

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

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

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

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

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

Three Rivers Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our school will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. All visitors to campus are required to sign in and out in the office as required by Administrative Policy #: TRCS-P-2.6 Promoting a Safe and Secure Learning Environment for All.

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

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

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

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

##### **Goal**

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

**Component:**

Emergency Preparedness

**Element:**

Emergency Drills

**Opportunity for Improvement:**

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

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

**Goal**

Ensure all Emergency Red Backpacks are stocked with necessary items.

**Component:**

Health & Safety

**Element:**

Emergency Red Backpacks

**Opportunity for Improvement:**

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

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

**Goal**

Install new outdoor security camera system and develop protocols for use.

**Component:**

School Safety

**Element:**

Security Cameras to allow staff to review student behavior incidents, view the campus should an issue arise and no one is on site and other important uses to enhance safety.

**Opportunity for Improvement:**

Cameras we had on campus previously are no longer working.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Install new security camera system and develop protocols surrounding its use.	<p>Identify funding to support the project.</p> <p>Draft and adopt Video Surveillance Board Policy.</p> <p>Research available options for hardware and installation of the system.</p> <p>Install the system, train on use and implement protocols for utilizing it.</p>	<p>Funds for system components and installation.</p> <p>Mendocino County Office of Education Informational Technology Department to support in decisions and installation.</p>	School Director	Camera system installed an in use by end of the school year.

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

**Three Rivers Charter School Student Conduct Code**

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

## Conduct Code Procedures

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

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

Three Rivers Charter School Discipline Policy  
Student Policy #: TRCS-P-5.0  
(Rev. March 10, 2026)

The following rules for conduct apply to all students in grades 1-8 at Three Rivers Charter School ("TRCS" or "School") unless otherwise noted and violation of the rules could result in the disciplinary process, as described. In most cases, the teacher is granted the authority to exercise their good judgment in applying the process described. When appropriate, as defined below, the School Director

will make the final decisions regarding actions taken. It is the responsibility of the student to follow school policies during the following times, as indicated in Section 48900 et seq. of the Education

Code:

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

### Parent/Guardian Responsibilities

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

### Tier 1 Infractions

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

- Dishonesty or Cheating – including plagiarism, including the use of artificial intelligence without appropriate citation(s), copying or doing another student's work
- Use of computers for unauthorized copying
- Use of Inappropriate language
- Disruption of the learning environment
- Displays of affection - kissing, prolonged embracing, and certain other forms of personal physical contact are not acceptable at school, as determined by TRCS staff. Students will be taught "body boundaries" and reminded of these, when noticed by a staff member.

### Tier 1 Disciplinary Actions

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

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

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

### Tier 2 Infractions

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

- Inappropriate use of cell phones - Cell phones may not be used by students on school grounds or during school sponsored events, except in the case of an emergency, or in response to a perceived threat of danger; when a teacher or administrator of the School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator; when a licensed physician and surgeon determines that the

possession or use of a private device is necessary for the health or well-being of the student; and/or when the possession or use of a private device is required in a student’s individualized education program (“IEP”).

- Without an exception as stated above, the device is to be turned off and not to be taken out or used in any way when on campus. Students using their phone outside of the allowed time and place will have it confiscated and a parent/guardian will be asked to pick them up from the Director.
- Other electronic devices, including smartwatches and wearable devices, are not allowed on campus at any time unless a student has received special specific written permission. Such items will be confiscated if brought to school without specific permission. The devices will only be returned to a parent/guardian.
- Plagiarism and/or academic dishonesty
- Dress code violations
- Falsified or misinterpreted notes or phone calls of parents or guardians

**Tier 2 Disciplinary Actions**

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

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

Step 3: Continued demonstration of inappropriate school behavior may result in disciplinary consequences such as campus community service, time in an alternate classroom setting or other consequences determined by the School Director and team.

**Tier 3 infractions:**

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

**Tier 3 Disciplinary Actions**

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

Step 2: Student may be removed from the school setting and suspended for one (1) or multiple days according to TRCS Suspension & Expulsion Policy.

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

**(K) Hate Crime Reporting Procedures and Policies**

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

**Grievance Procedures**

**1. Reporting**

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

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

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

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

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

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

#### 2. Investigation

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

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

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

#### 3. Consequences

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

#### 4. Uniform Complaint Procedures

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

#### 5. Right of Appeal

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

### **(J) Procedures to Prepare for Active Shooters**

#### Before

Threat and Physical Security Assessment of each site: Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to the campus.

- Appropriate perimeter fencing installation and maintenance
- Check for keyed exterior locksets of all classroom doors
- Make sure the interior of doors have a quick lock mechanism (Lock block or something similar)
- Verify visitor access control is in place and works as intended

#### Student Education

- Educate students (age appropriate) through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation. Supplement in-person instructional elements with additional information to reinforce the training. Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.
- Foster a respectful school community
- Be aware of indications of violence and take remedial actions accordingly (i.e. If you see something, say something)
- Behavioral Red Flags

#### Adult Education

Staff receives training annually in person with certified trainers or online about active shooter situations. Training includes recognizing indicators for potential violence by an individual. During the live training staff role plays and practices techniques for actions to take in an active shooter situation and simulated situations together.

#### Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

#### Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active assailant may be
- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

#### Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you.

Your hiding place should:

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction (i.e. a room with a closed and locked door)
- Not trap you or restrict your options for movement
- Remember Cover vs. Concealment
- Spread out to reduce target area
- To prevent an active assailant from entering your hiding place:
  - Lock the door, if possible
  - Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
  - Cover any windows or openings that have a direct line of sight into a hallway

If the active assailant is nearby:

- Lock the door, if possible
- Close windows, shades and curtains.
- Silence all cell phone and other electronic devices
- Turn off any source of noise (i.e. radios, televisions, etc.)
- Hide behind large items (i.e. cabinets, desks)
- Remain silent

Do not sound the fire alarm. A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit.

Notify Police when it is safe to do so

#### Fight

If running and hiding are not possible:

Remain calm

Notify Police, if possible, to alert them of the active assailant's location

If you cannot speak, leave the line open and allow the dispatcher to listen

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

Acting as aggressively as possible against him/her

Throwing items and improvising weapons

Yelling

Committing to your actions

#### Law Enforcement

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene.

Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment

Officers may be armed with rifles, shotguns, handguns

Officers may use pepper spray or tear gas to control the situation

Officers may shout commands, and may push individuals to the ground for their safety

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

#### How to react when law enforcement arrives:

Remain calm, and follow officers' instructions

Put down any items in your hands (i.e., cell phones, bags, jackets)

Immediately raise hands and spread fingers

Always keep hands visible

Avoid making quick movements toward officers such as holding on to them for safety

Avoid pointing, screaming and/or yelling

Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

#### Considerations

If a security threat is imminent or occurring, emergency personnel will take all reasonable and appropriate actions to minimize the hazard to the School's students and staff. Incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:

Location of the active assailant

Number of assailants

Identity of the assailant(s), if known

Physical description of assailant(s)

Number and type of weapons held by the assailant(s)  
 Number of potential victims at the location

**Additional Considerations**

Be aware of your environment and any possible dangers

Take note of the two nearest exits in any facility you visit

If you are in an office, stay there and secure the door

If you are in a hallway, get into a room and secure the door

As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures.

Only you will be able to determine the safest course of action that should be taken.

**Procedures for Preventing Acts of Bullying and Cyber-bullying**

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

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

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

**Examples of Prohibited Conduct**

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

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

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

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

social networking sites, or posting or sharing embarrassing photos, videos, website, or fake profiles

#### Measures to Prevent Bullying

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

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

#### Staff Development

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

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

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

#### Information and Resources

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

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
4. School policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. Any additional information the School Director or designee deems important for preventing bullying and harassment

#### Student Instruction

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

online. Digital Citizenship shall be taught at all grade levels.

#### Reporting and Filing of Complaints

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

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

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

#### Discipline/Corrective Actions

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

#### Support Services

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

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

### Opioid Prevention and Life-Saving Response Procedures

#### Student Overdose or Possible Overdose Protocol

Current law (Education Code section 49414.3) allows schools to provide emergency opioid antagonist administration for individuals who may be experiencing symptoms of opioid drug poisoning. Opioid drug poisoning is a life-threatening condition that can be reversed with the administration of an opioid antagonist medication such as naloxone. Without immediate administration of an opioid antagonist and summoning Emergency Medical Services (911), death could occur. This law allows for a school nurse or a trained volunteer to administer an opioid antagonist medication to an individual who is exhibiting potentially life-threatening symptoms of opioid drug poisoning.

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

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

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

## Response Procedures for Dangerous, Violent, or Unlawful Activities

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

### Assessment and Response

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

### School Culture and Training

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

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

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

## Instructional Continuity Plan

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

TRCS has several online resources to support student learning.

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

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

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

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

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

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

## Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 9, 2025 and adopted by Three Rivers Charter School on August 19, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Three Rivers Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

‣ Short messaging service (SMS)

‣ Phone Calls

‣ Email

‣ School Portal

Social Media

Flyers

Our communication system, Parent Square utilizes email, texts and calls to get information to the school community.

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

TRCS uses Parent Square communication application. This allows the school to communicate in many ways: text, phone calls, and email are all options when sending emergency alerts. The school also has social media accounts that will be used, although those are "extra" added methods of communication in case Parent Square messages don't get through to someone. Using any electronic methods of communication would be compromised if there is a power outage or damage to infrastructure. The school will also post signs at the school site for the purpose of families reading messages in person on bulletin boards and marquee hanging in front of the school. Within the 5 calendar days, the school will confirm and have contact with each of approximately 90 students and their families.

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Our Student Support Counselor will be available by phone or video conference to meet with students and families. The school uses several ways of assessing students during in person instruction that can also be done during remote instruction. Every effort will be made to administer our benchmark assessment, the NWEA Map Growth Assessment, either in person or remotely. These are one of

the ways that teachers can identify any special needs among students. The school will continue to provide special education supports for the school's special education students to meet their needs.

## Access to Instruction

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Three Rivers Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### *Remote Instruction*

Plans for remote instruction.

As required, Three Rivers Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Through the use of chromebooks students will have access to all material using Google Classroom and other online educational

programs provided by the school.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

We will ensure that all students have access to chromebooks and internet access. Families will be assigned a day/time to come on campus to pick up a chrome book, headphones and mouse for their student(s).

Staff have access to check out devices for themselves as well to support their teaching from home. Staff emails will be shared with families and accessible through our website.

Parent technology training's will be held virtually as needed to address concerns and questions of parents.

Staff will continue to inform the Director of additional families in need of technology.

Google Classroom will be utilized to post assessments for students.

Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student.

Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports.

Students will be issued grades.

Teachers will keep a log, in a school created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas.

Teachers will be required to ensure they are meeting the required instructional minutes per week.

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Three Rivers Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

## **Instructional Continuity**

### *Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

We will begin by communicating with our staff and faculty so that they can put into place the protocols for an emergency and be ready to switch over to remote learning. After staff has been briefed, we will then communicate with families and students to give them instruction, schedules, and answer any questions that may arise. TRCS administration will communicate with parent/guardians

on a weekly basis during in person and remote instruction. Teachers will communicate on a daily basis during remote instruction. Parent Square is the mode of communication which can be used as a text, email, or phone message. Initial communication after an interruption to the normal school year will be made no later than 5 calendar days. Instruction, either remotely or in person, will resume as soon as practicable but no more than 10 instructional days.

### *Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Families will be contacted to schedule a time for chromebook pickup at the school for remote, online learning within the 10 instructional day limit. Google Classroom, Google Meet, and other online learning platforms such as IXL and Aleks will be utilized to continue delivering instruction and practice skills.

### *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Google Classroom will be utilized to post assignments, lessons, and assessments for students as well as the online NWEA Map Growth Assessments used at TRCS. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Teachers will be keep a log, in a school created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. Students who are new to TRCS and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher as well as by our Reading Intervention teacher. Parents and students will be communicated with regularly through phone calls by staff and small group break out sessions for personalized instruction and support. Instructional lessons may also be recorded for students to review at a later time.

### **Access (Equity, Accessibility, and Inclusion)**

#### *Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The Homeless/Foster Youth Coordinator (School Director) will work with those students and families to ensure they have equal access. The school will provide anything that they are lacking in order for those students to have equal access. The ELPAC Coordinator will coordinate service for all EL students. The EL students will continue to receive extra language support and instruction remotely if necessary on Google Meet.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

In collaboration with our Special Education staff provided by Fort Bragg Unified School District (FBUSD). TRCS will ensure that all special education services are provided during remote instruction. Our Education Specialist from FBUSD will continue academic support for all students with IEP's using Google Meet. School Director will also see that the coordination of other services such as speech therapy, occupational therapy, etc, continue to be delivered either remotely or in person depending on the situation.

### *English Learners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

In alignment with the California English Learner Roadmap Policy, our school is committed to providing English Learners (ELs) with meaningful access to curriculum, targeted language development, and an affirming, inclusive learning environment—whether in person or during remote instruction.

To ensure continuity of services for English Learners during emergency remote learning:

**Integrated and Designated ELD:** Students will continue to receive both Integrated English Language Development (ELD) through content area instruction and Designated ELD through scheduled, small-group or individual virtual sessions led by credentialed teachers.

**Culturally and Linguistically Responsive Instruction:** Instruction will reflect students' home languages and cultures, support socioemotional learning, and build on students' linguistic assets in alignment with Principle One of the English Learner Roadmap.

**Access to Core Content:** ELs will receive scaffolded, grade-level instruction via digital platforms such as Google Classroom and Zoom, with modifications and supports designed to ensure full participation and comprehension.

**Monitoring Progress:** Teachers and our EL specialists will regularly monitor student engagement and language development progress using formative assessments, student work samples, and ongoing teacher feedback. This will help inform instruction and ensure responsiveness to student needs.

**Family Engagement and Communication:** Communication with families will be maintained in families' preferred languages, using tools such as phone calls, translated digital messages, and multilingual virtual meetings to ensure families are informed and engaged in their child's learning.

**Collaboration:** General education teachers, ELD specialists, and support staff will collaborate regularly to align instruction, monitor progress, and ensure ELs receive equitable access to academic and language development opportunities.

This approach ensures that English Learners are supported holistically and equitably, and that their language development and academic achievement continue during any period of remote instruction.

### **Professional Learning**

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

There are numerous resources for professional learning on remote instruction and assessment online. Administration will conduct training with staff during the 10 days leading up to the transition to remote learning. The teaching team and IT team will meet

together to ensure that all teach staff have the equipment and knowledge to conduct remote learning.

### **Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The school contracts with Mendocino County Office of Education for its nurse professionals and will continue to do that during all forms of learning. If needed, the school will contract with professionals who speak students' native languages. TRCS will continue to refer students and families to our local partners who provide mental health services such as Redwood Community Services and Tapestry Family Services.

Plans to provide access back-up, water and medicines in the event of an emergency.

The school will work with Mendocino College (where the school is located) to assess if it can provide back up water in the event of an emergency.

If the emergency takes place during school hours while students are on campus, staff will ensure all medicines (located in the school office) are brought in the event of a relocation.

TRCS would work with local emergency response agencies and personnel in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Some support services, such as special education and counseling, will be done remotely or in person depending on the type of emergency. Some services, such as the after school program would not be able to function as child care for families in a remote situation but could provide continuity of connection with others and online activities remotely. Every effort would be made to continue student and family supports and will continue on site if at all possible depending on the situation. School meals, as they are in the summer months, would be provided by our authorizing district FBUSD if possible, or we would organize a school meal pick up with meals from our vendor, Harvest Market.

### **Site-Based Collaboration**

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The school developed this plan by consulting staff and used its experience from the COVID-19 pandemic to develop this plan.

### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

The TRCS site must be fully functioning and safe to reopen after a disruption. The school will follow guidance from its local Mendocino County Office of Education and its chartering district, FBUSD.

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Three Rivers Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Three Rivers Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This ICP will be reviewed, updated, and board approved by March 1 of every year along with the school's Comprehensive School Safety Plan (CSSP).

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

#### Board Policy TRCS-P.5.10

##### Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel shall notify the School Director or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Charter School personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the School Director;
2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the Executive Director.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:

- An ICE (Immigration and Customs Enforcement) administrative warrant: Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School's legal counsel or other designated agency official;
- A federal judicial warrant (search-and-seizure warrant or arrest warrant): Prompt compliance with such a warrant is usually legally required. If feasible, consult with the Charter School's legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant;
- A subpoena for production of documents or other evidence: Immediate compliance is not required. Therefore, the Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, Charter School personnel shall promptly take written notes of all interactions with the officer. The Charter School personnel shall provide notes, and associated documents collected, of the interaction to the Charter School's legal counsel or designated administrator. The Charter School's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and the Charter School's response(s). The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge ;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be

reported to the Bureau of Children’s Justice in the California Department of Justice at BCJ@doj.ca.gov

**Required Notification Recipients**

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

**Parental Notification**

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

Charter School personnel must immediately notify the student’s parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

**Training**

The Charter School will establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. The Charter School will designate an employee to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with the Charter School and other stakeholders in local and state government.

**Notification Timing**

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Following confirmation of immigration enforcement activity, TRCS shall issue notification as soon as practicable and legally permissible, with timing determined by the School Director or designee to ensure accuracy, coordination with legal counsel, and alignment with Board Policy TRCS-P.5.10. Notifications may be delayed as necessary to verify facts, comply with confidentiality requirements, and prevent disruption or panic, while still ensuring timely communication to affected families and the broader school community when appropriate.

**Safety and Well-being Standard**

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

In determining the content and timing of any notification related to immigration enforcement activity, TRCS shall prioritize the safety, emotional well-being, and privacy of students, staff, and families, ensuring communications do not cause unnecessary alarm, disruption to instruction, or stigmatization. Consistent with Board Policy TRCS-P.5.10, the School Director or designee shall coordinate all notifications to ensure accuracy, legal compliance, and alignment with counsel, while providing timely communication to families when legally permissible and appropriate, including consideration of any confidentiality requirements. Communications will be delivered through established channels and, when feasible, in families’ home languages, and staff will be supported in responding to student needs in a developmentally appropriate, trauma-informed manner to maintain a safe, calm, and inclusive school environment.

**Privacy Constraint**

The notification shall not include any personally identifiable information.

All notifications shall strictly exclude any personally identifiable information about students, families, or staff, and shall be limited to general, non-identifying details consistent with privacy laws and TRCS policy.

**Notification Methods**

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

TRCS will utilize secure, established communication systems—including ParentSquare (primary two-way platform), email, and direct phone outreach when appropriate—to notify families and staff, with all systems maintained through password-protected access, regular updates of contact information, and adherence to data privacy and security protocols.

**Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

TRCS will evaluate the plan annually.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

[www.trcschool.org](http://www.trcschool.org)

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

This plan will continue to meet CSSP criteria.

## Procedures Regarding Pupil Smartphone Use During Emergencies

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

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

- Inappropriate use of cell phones - Cell phones may not be used by students on school grounds or during school sponsored events, except in the case of an emergency, or in response to a perceived threat of danger; when a teacher or administrator of the School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator; when a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student; and/or when the possession or use of a private device is required in a student's individualized education program ("IEP").
- Without an exception as stated above, the device is to be turned off and not to be taken out or used in any way when on campus. Students using their phone outside of the allowed time and place will have it confiscated and a parent/guardian will be asked to pick them up from the Director.
- Other electronic devices, including smartwatches and wearable devices, are not allowed on campus at any time unless a student has received special specific written permission. Such items will be confiscated if brought to school without specific permission. The devices will only be returned to a parent/guardian.

### Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Policy was last updated and approved by the Board of Directors on March 10, 2026 after consideration of input from school personnel, students and families gathered in surveys and discussions at Parent Teacher Network (PTN) Meetings.

### Non-Prohibitible Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Cell phones may not be used by students on school grounds or during school sponsored events, except in the case of an emergency, or in response to a perceived threat of danger; when a teacher or administrator of the School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator; when a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student; and/or when the possession or use of a private device is required in a student's individualized education program ("IEP").

## Safety Plan Review, Evaluation and Amendment Procedures

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

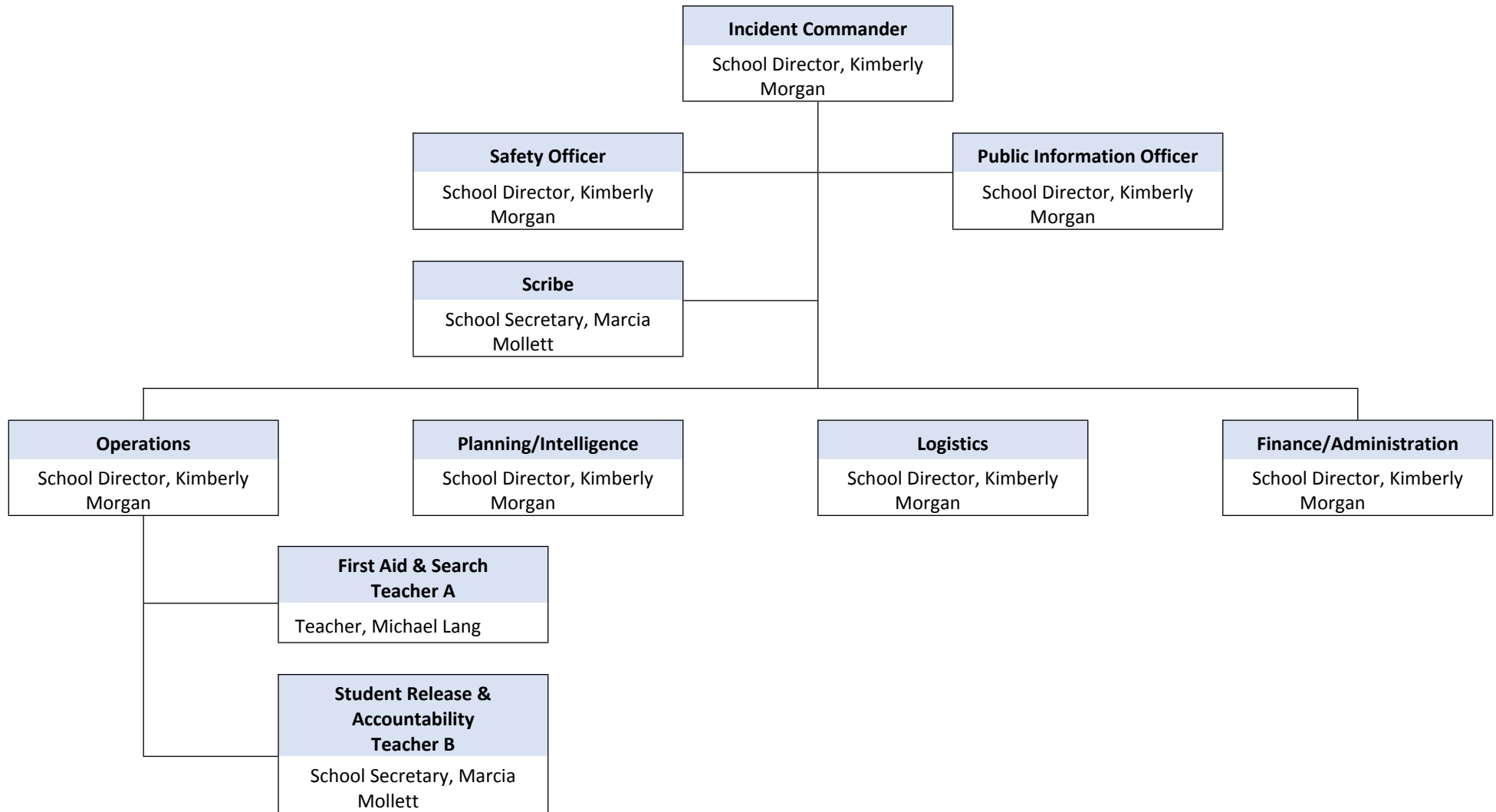
**Emergency Contact Numbers****Utilities, Responders and Communication Resources**

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

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
CSSP reviewed and revised by Safety Committee and TRCS staff	Fall 2025	
CSSP reviewed and revised by TRCS Board of Directors	March 2025	
Consultation with local Emergency Responders	April 2025	
Final CSSP approved by TRCS Board of Directors	April 2025	
CSSP submitted to charter school authorizer, Fort Bragg Unified School District	April 2025	

**Three Rivers Charter School Incident Command System**



## Incident Command Team Responsibilities

### Standardized Emergency Response Management System Overview

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

#### Management

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

#### Planning & Intelligence

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

#### Operations

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

#### Logistics

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

#### Finance & Administration

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

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

### Step Two: Identify the Level of Emergency

School Director assesses the situation to identify level of emergency.

### Step Three: Determine the Immediate Response Action

School Director determines immediate response action.

### Step Four: Communicate the Appropriate Response Action

School Director notifies all staff members of the emergency via intercom system, fire alarm, and/or megaphone if appropriate identifies if it is "Evacuation", "Drop and Cover" or "Lock Down" or "Off-site Evacuation".  
School Secretary calls 911 if appropriate.

## Animal Disturbance

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

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

## Armed Assault on Campus

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

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

## Biological or Chemical Release

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

If Indoors:

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

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the School Director will determine if students should be evacuated.

2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF heating system.
4. If it is necessary to leave the site, move crosswind, never move directly with or against the wind, which may carry fumes.
5. Give first aid.

Staff to follow General Emergency Response Plan

### **Bomb Threat/ Threat Of violence**

#### **Bomb Threat**

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

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

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

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

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

In all cases:

1. If School Director determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the School Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.

Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Staff to follow the General Emergency Response Plan

### **Cardiac Arrest**

TRCS received CPR/AED Training annually.

AED is located in the main Mendocino College building.

Cardiac Arrest Response:

Check responsiveness and breathing (no breathing or only gasping = cardiac arrest).

Call 911 (or direct someone specific to call) and notify the front office.

Send someone to get the AED (Automated External Defibrillator).

Begin CPR immediately

Use the AED as soon as it arrives or the person shows signs of life.

Turn it on and follow voice prompts.

Continue CPR between shocks.

Continue care until EMS arrives

### **Disorderly Conduct**

School Director will be immediately notified by staff of any person who is not a student on campus displaying disorderly conduct. Actions will be taken to remove the person such as request to leave or call to 911 for police support.

Student disorderly conduct is addressed in the TRCS Discipline Policy attached to the CSSP.

### **Earthquake**

#### **TRCS Earthquake Emergency Procedure**

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

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

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

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

### **Explosion or Risk Of Explosion**

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

### **Extreme Weather**

In the event of extreme weather, school closure will be determined by the School Director and procedure for emergency school closure will be followed.

### **Fire in Surrounding Area**

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

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

### **Fire on School Grounds**

In the event of a fire on school grounds the School Director will activate the "Evacuation Procedures".  
School Director will determine if planned evacuation gathering place is upwind of smoke or if a different location needs to be determined and communicated to staff.

### **Flooding**

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

### Loss or Failure Of Utilities

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

1. School Director and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers unplug computers and other equipment that might be damaged by a power surge when the service is restored.
3. School Secretary will hook up non-electric land-line telephone or transfer the phone line to a cell phone using MCN Fusion Service.
4. Students will remain in classrooms. If power remains out, School Director will close the school after one hour. (septic system will not function without power)
5. School Secretary will send out a Parent Square Urgent Alert notifying families to pick up students ASAP and answer all incoming calls.
6. Teachers will track which students have been dismissed and follow up calls will be made to families of remaining students after a reasonable amount of time.
7. Teachers will remain on campus until all of their students are picked up.
8. School Director will dismiss teacher and support staff when appropriate and assigned persons will be responsible for securing the building against vandalism and theft.

### Motor Vehicle Crash

In the event of a motor vehicle crash on school grounds the following steps would be taken by School Director and staff:

- 1) Assess the situation
- 2) Ensure student safety
- 3) Call 911 and activate EMS
- 4) Administer first aide as needed

### Pandemic

See Instructional Continuity Plan

### Psychological Trauma

Refer to school counselor.

As part of MTSS teacher would meet with MTSS Leadership Team to identify appropriate steps to take.

Trauma during an incident- potentially treat for shock, call 911 an refer them to a first responder.

### Suspected Contamination of Food or Water

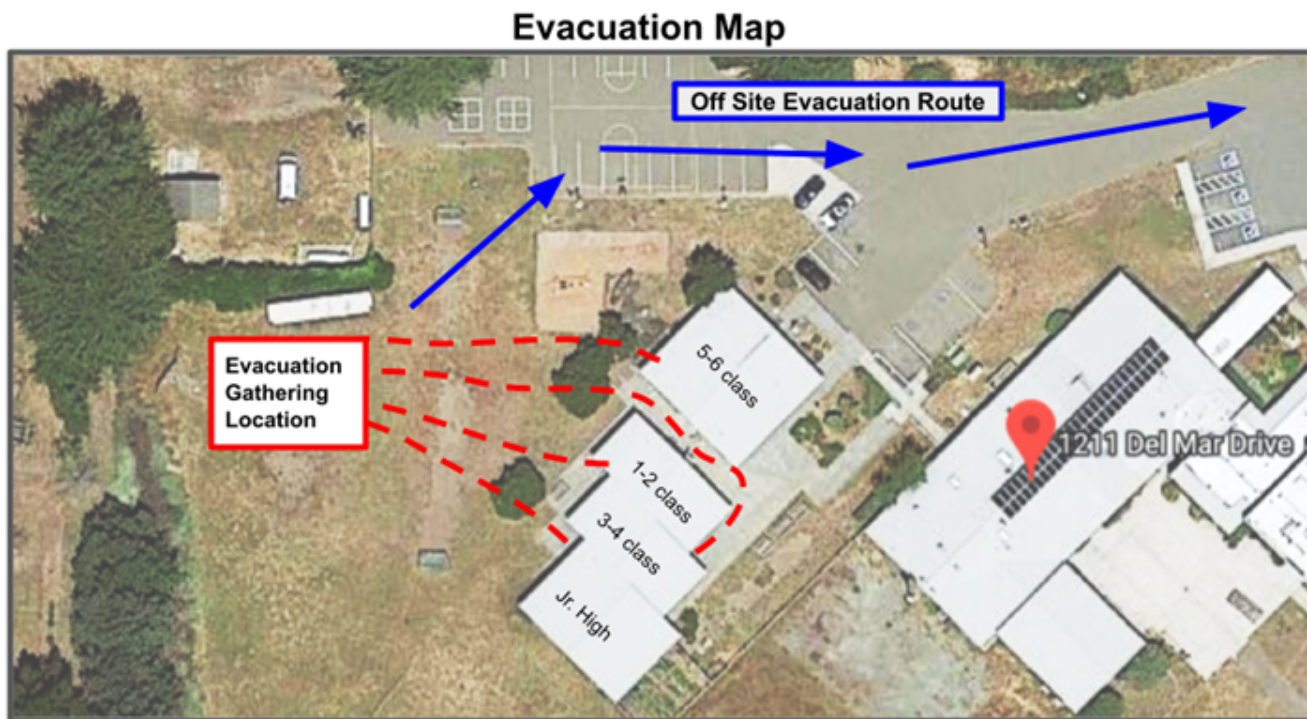
If contamination of water is suspected the following steps will be taken


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

### Tactical Responses to Criminal Incidents



### Emergency Evacuation Map



	<p><b>Three Rivers Charter School</b> Phone: (707) 964-1128 Fax: (707) 734-5050 <a href="http://www.TRCSchool.org">www.TRCSchool.org</a></p> <hr/> <p>1211 Del Mar Dr. Suite 301 Fort Bragg, CA 95437</p>
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Three Rivers Charter School  
**Discipline Policy**  
**Student Policy #: TRCS-P-5.0**

**Part 1: DISCIPLINE LESS THAN SUSPENSION/EXPULSION**

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

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

**Parent/Guardian Responsibilities**

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

**Tier 1 Infractions**

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

- Dishonesty or Cheating – including plagiarism, including the use of artificial intelligence without appropriate citation(s), copying or doing another student’s work
- Use of computers for unauthorized copying
- Use of Inappropriate language
- Disruption of the learning environment
- Displays of affection - kissing, prolonged embracing, and certain other forms of personal physical contact are not acceptable at school, as determined by TRCS staff. Students will be taught “body boundaries” and reminded of these, when noticed by a staff member.

### **Tier 1 Disciplinary Actions**

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

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

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

### **Tier 2 Infractions**

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

- Inappropriate use of cell phones - Cell phones may not be used by students on school grounds or during school sponsored events, except in the case of an emergency, or in response to a perceived threat of danger; when a teacher or administrator of the School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator; when a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student; and/or when the possession or use of a private device is required in a student's individualized education program ("IEP").
- Without an exception as stated above, the device is to be turned off and not to be taken out or used in any way when on campus. Students using their phone outside of the allowed time and place will have it confiscated and a parent/guardian will be asked to pick them up from the Director.
- Other electronic devices, including smartwatches and wearable devices, are not allowed on campus at any time unless a student has received special specific written permission. Such items will be confiscated if brought to school without specific permission. The devices will only be returned to a parent/guardian.
- Plagiarism and/or academic dishonesty
- Dress code violations
- Falsified or misinterpreted notes or phone calls of parents or guardians

### **Tier 2 Disciplinary Actions**

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

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

**Step 3:** Continued demonstration of inappropriate school behavior may result in disciplinary consequences such as campus community service, time in an alternate classroom setting or other consequences determined by the School Director and team.

**Tier 3 infractions:**

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

**Tier 3 Disciplinary Actions**

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

**Step 2:** Student may be removed from the school setting and suspended for one (1) or multiple days according to TRCS Suspension & Expulsion Policy.

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

**PART 2: SUSPENSION & EXPULSION POLICY**

**I. Introduction**

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

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe behavior expectations. The School Director shall ensure that students and their parents/guardians<sup>1</sup> are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the School office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, and suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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<sup>1</sup> The School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition.

School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Prone restraint, which means the application of a behavioral restraint on a student in a facedown position for any period of time and includes the procedure known as prone containment.
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.
- Utilize any behavioral intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
- Utilize any behavioral intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
- Utilize any behavioral intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
- Utilize any behavioral intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
- Utilize any behavioral interventions that employ a device, material, or objects that simultaneously immobilize all four extremities.
- Utilize any behavioral intervention that precludes adequate supervision of the individual.
- Utilize any behavioral intervention that deprives the individual of one or more senses.
- A situation that requires prolonged use of an emergency intervention shall require the staff to seek the assistance of the School Director and/or law enforcement as applicable to the situation.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Suspension

**A. Definition**

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

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

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

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

**A. Alternative Means of Correction**

For a student facing discipline for a discretionary offense listed below, the School Director may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student’s specific misbehavior.

School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the school’s attendance expectations shall be addressed in accordance with School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, School staff may refer a student who engages in willful defiance and/or disruption to the Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the School Director or designee shall:

1. Document the actions taken and save the document to the student’s record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, School may require both the victim and perpetrator to engage in restorative justice practices. School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity to combat racism and ignorance.

School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

### **B. Authority**

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

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

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

### **C. Grounds**

The School Director may use her/his discretion to provide alternatives to suspension or expulsion recommendations that are age-appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted, or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Willfully used force or violence upon the person of another, except self-defense.
- Possessed, sold or otherwise furnished any knife, explosive or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the School Director or designee's written concurrence

- Unlawfully possessed, used, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
  - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
  - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
  - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
  - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
  
- An electronic act, for purposes of the immediately preceding paragraph, means the creation or transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
  - A message, text, sound or image.
  - A post on a social network Internet website including, but not limited to:
    - Posting to or creating a burn page. “Burn page” means an Internet website created for the purpose of having one or more of the effects listed above.
    - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - An act of cyber sexual bullying.
    - For purposes of this section, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described above. A photograph or other visual recording shall include the depiction of a nude, semi-nude or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.



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

The School Director shall, within five (5) business days, document the actions taken in response to the referral identified above and place that documentation in the student's record to be available for access, to the extent permissible under state and federal law. The School Director shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

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

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

#### **D. Procedures Required to Suspend**

##### **Step One**

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

1. *Searches:* In order to investigate an incident, a student's attire,<sup>2</sup> personal property, or school property, including books, desks, school lockers, or computers, may be searched by the School Director or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Whether a search is reasonable depends on the context within which a search takes place. The School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search. **Justified at its Inception:** There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or School rules. Articulable facts must support a School official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

*Illegally possessed items shall be confiscated and turned over to the police.*

##### **Step Two**

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<sup>2</sup> This does not include removing or arranging any or all of a student's clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil. Searches shall be conducted in the presence of at least one (1) other adult witness, whenever possible.

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the School Director and the student's parent/guardian and the student in which the student shall be orally informed of the reason for the suspension, the evidence against that student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of that student's side of the story. The conference may be held in-person, telephonically, or via other electronic means. If the student poses a clear and present danger to the lives, safety, or health of student or School personnel, the informal conference will be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone, by email or in person. Penalties shall not be imposed on a student for failure of the student's parent or guardian, to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian, at the conference.

### **Step Three**

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

### **Step Four**

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

### **Step Five**

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

When the School Director releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the School Director shall take immediate steps to notify the parent, guardian regarding the release of the minor to the officer and regarding the place to which the minor

is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. Education Code § 48906.

### **Step Six**

The School Director may require the student and the student's parent/guardian to sign a Safety/Behavior Agreement that states the conditions that the student is expected to meet while at the School. Copies of the signed agreement are kept by the School and given to the student and the student's parent/guardian.

### **Step Seven**

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 8 who has been suspended from the School for two (2) or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

## **II. Expulsion**

### **A. Definition**

Expulsion means involuntary disenrollment from the School.

### **B. Authority**

As required by Education Code Section 47605(c)(5)(J)(iii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law. A student may be expelled either by the Board of Directors ("Board") following a hearing before it or by the Board upon a recommendation of an Expulsion Panel ("Panel") to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Panel shall consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the School Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson. The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the

rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

### **C. Grounds for Expulsion**

#### **Category I Expulsions – Mandatory Recommendation for Expulsion**

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

- Possessed, sold or otherwise furnishing a firearm, explosive, or other destructive device, unless in the case of possession of any device of this type, the student obtained prior written permission to possess the item from a certificated school employee, which is concurred in by the School Director or designee
- Brandished a knife at another person
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
- If the expulsion hearing entity determines that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

#### **Category II Expulsions – Discretionary Expulsion Recommendation**

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

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

#### **D. Procedures to Expel a Student**

##### **Step One**

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

##### **Step Two (Expulsion Procedures)**

At the discretion of the School Director, a student's suspension may be extended pending a recommendation for expulsion. Upon a recommendation for expulsion, a meeting is held within five (5) school days of the student's suspension to determine if the suspension should be extended pending an expulsion hearing. The student and the student's parent/guardian are invited to attend this meeting with the School Director or designee.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the School Director or designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents/guardian after the suspension. In such instances when the School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the School Director and student's parents/guardians.

##### **Step Three (Written Notice)**

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or certified mail to the student and the student's parent/guardian to the address reflected in the pupil's student file at least ten (10) calendar days before the date of the hearing. The notice shall

inform the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

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

#### **Step Four**

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

#### **Step Five (Record of Hearing and Presentation of Evidence)**

An expulsion hearing shall be held before a Panel or the Board of Directors ("Hearing Entity"). A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made. While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Entity to expel must be supported by substantial evidence that the student committed an expellable offense.

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

#### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Hearing Officer or Expulsion Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Expulsion Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have hearing close while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Expulsion Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Expulsion Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Expulsion Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Expulsion Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Expulsion Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion

evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **Step Six (Expulsion Decision)**

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

The Board may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the School's rules and regulations governing student conduct. If the hearing entity revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The hearing entity shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

### **Step Seven (Written Notice of Expulsion Decision)**

The School Director or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the Hearing Entity's findings of fact, to the student and the student's parent/guardian. The notice shall include the following:

- The Findings of Fact, including the student's name, the specific offense(s) committed by the student; as well as the duration and term of the student's expulsion;
- Decisions of the Board of Directors shall be final.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the School
- Within 30 days of the decision to expel, the School Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

### **Step Eight (Alternative Education)**

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence. The School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **Step Nine (Disciplinary Records, Rehabilitation Plans, and Readmission or Admission or a Previously Expelled Student)**

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

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the School for readmission.

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

### **Step Ten (Notice to Teachers)**

The School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### **Involuntary Removal for Unexcused Absences**

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the School's Board adopted Attendance Policy after notice and an opportunity for a parent/guardian or other educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

### **Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

1. Notification of SELPA

The School Director shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight (8). The School shall immediately notify the Fort Bragg Unified School District Special Education Director of the need for the manifestation determination meeting and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the School or the SELPA would be deemed to have knowledge that the student had a disability.

## 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

## 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.

If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Adopted: 7/29/24

Amended:

4932-2400-6542, v. 2



### Three Rivers Charter School

Phone: (707) 964-1128 Fax: (707) 734-5050

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## Dress Code

Three Rivers Charter School has adopted and feels strongly about the following dress code as a way to support the learning environment, offer no distractions, and avoid safety hazards. Considerations for appropriate attire include being comfortable, our ever changing coastal weather, daily physical education class, and recesses.

We consider school to be similar to a profession and want to teach students that there is appropriate attire for different situations. TRCS staff works hard to make our school a fun place for learning and expression; yet students must be able to comfortably and safely sit, bend over, reach, and be active to engage in the educational process. We ask families to partner with staff in supporting students to know and adhere to the TRCS Dress Code.

#### Clothing Requirements:

- Clothing must cover up to two inches below the collar bone
- Clothing must cover down to five inches above the knee (skirts, shorts, dresses, etc.)
- Any rips, tears, or holes must be outside the required covered areas
- Leggings must be opaque
- Midriffs fully covered with arms up
- Strap width must be at least 2 inches wide
- Undergarments must be covered
- Any print must be school appropriate in accordance with all school rules

#### Footwear Requirements:

- Footwear must support safe, active play and exercise
- Closed toed/heeled shoes, firm sole
- Students must have athletic shoes for P.E. (Support is available, speak with TRCS staff)
- Students must refrain from wearing roller shoes, slippers, open toe/heel shoes

#### Accessories/Other:

- Hats, hoods, and sunglasses will be removed when inside classrooms
- Hair, nails, and accessories that do not pose a distraction or safety concern in the classroom or to others as determined by TRCS staff are permitted
- Hairstyles must allow eyes to be visible at all times
- Non-medical masks and costume attire must remain at home
- Make-up that does not pose a distraction is permitted for 5th - 8th grades

TRCS holds many special events throughout the year that may allow for exceptions to the dress code. Students must seek TRCS staff approval for any dress code exceptions during school-wide or classroom special events.

Administrator discretion will be used when determining when a student needs to change attire because of any violation of the dress code. Families will be notified regarding any violations.

#### **D. Emergency Supply List**

##### **TRCS School Emergency Supplies**

Emergency supplies will be stored for use at three levels.

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

Red Emergency Backpack containing:

- Class List
- Student pull out schedules
- First Aid Kit
- Bottle of water
- Flashlight
- Walkie-talkie

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

Red Emergency Backpack containing:


- Class List
- Student pull out schedules
- First Aid Kit
- Bottle of water
- Flashlight
- Walkie-talkie
- EpiPen
- School Wide Emergency Contacts Binder
- Basic First Aid Supplies for daily use:
  - Band-aids, bandages
  - Ointment and antiseptic
  - Tweezers, scissors, nail clippers
  - Battery Operated Radio

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

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

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

- Flashlights
- Batteries
- Portable bucket toilet
- Hand sanitizer
- Toilet paper
- 100 Bottled water
- 100 Sealed packaged snack bars

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## Immigration Enforcement Policy

### Board Policy TRCS-P.5.10

#### Responding to On-Campus Immigration Enforcement


As early as possible, Charter School personnel shall notify the School Director or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Charter School personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the School Director;
2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the Executive Director.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:

- **An ICE (Immigration and Customs Enforcement) administrative warrant:** Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School's legal counsel or other designated agency official;
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required. If feasible, consult

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with the Charter School's legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant;

· **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, the Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.


School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, Charter School personnel shall promptly take written notes of all interactions with the officer. The Charter School personnel shall provide notes, and associated documents collected, of the interaction to the Charter School's legal counsel or designated administrator. The Charter School's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and the Charter School's response(s) The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge ;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

### Parental Notification

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

Charter School personnel must immediately notify the student’s parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Training

The Charter School will establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. The Charter School will designate an employee to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with the Charter School and other stakeholders in local and state government.

Adopted:

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**Promoting a Safe and Secure Learning Environment for All**

Administrative Policy #: TRCS-P-2.6

**1. Collecting and Retaining Student Information**

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

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

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

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


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

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

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

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

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

### 3. Inquiries About Social Security Numbers or Cards

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

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

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

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


### 4. Information Sharing

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

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

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

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

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

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

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

**5. Annual Information Notice to Parents and Guardians**

*General Information Policy*


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

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

*Directory Information Policy*

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

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

#### **6. Monitoring and Receiving Visitors onto Campus**

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


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

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

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

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

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**7. Responding to On-Campus Immigration Enforcement**

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

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

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

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

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

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

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

#### **8. Parental Notification of Immigration-Enforcement Actions**

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

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


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

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

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

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

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

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

#### **10. Responding to Hate Crimes and Bullying**

##### *Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy*

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

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


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

##### *Processing Complaints of Harassment and Bullying*

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

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

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

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

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


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

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

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

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

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

Administration Policy – TRCS P.2.5

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


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

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

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

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

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

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

## **Definitions**

### **Prohibited Unlawful Harassment**

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

### **Prohibited Unlawful Harassment under Title IX**

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


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

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

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

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

Sexual harassment may include, but is not limited to:

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

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

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**Prohibited Bullying**

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


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

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

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

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

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


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

## **Grievance Procedures**

### **1. Reporting**

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

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

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

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


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

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

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

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

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

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

## **2. Investigation**

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

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

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

## **3. Consequences**


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

## **4. Uniform Complaint Procedures**

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

## **5. Right of Appeal**

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

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**THREE RIVERS CHARTER SCHOOL**

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

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

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

List any witnesses that were present: \_\_\_\_\_


Where did the incident(s) occur? \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
Date: \_\_\_\_\_

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Signature of Complainant

\_\_\_\_\_  
Print Name

**To be completed by Three Rivers Charter School:**

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_

# Coversheet

## Summer Session Plan

**Section:** III. Discussion and Action Items  
**Item:** C. Summer Session Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Summer Session 2025 Proposal (1).pdf



## TRCS Summer Session 2025

### Program Overview

Summer Session is a free opportunity for fun, engaging activities including academic support & enrichment funded by the Expanded Learning Opportunities Program. The program is open to TRCS students enrolled in the 2024-25 school year with pre-registration required. Breakfast and lunch will be served and the program is based on the TRCS campus and run by our staff.

### Dates (12 days)

Mondays through Thursdays, 8:00 a.m. - 5:00 p.m.

June 16 - 19

June 23 - 26

June 30 - July 3

### Budget

Based on estimated 20 students per day attending.

Staff	\$11,000
Materials & Supplies	\$600
Food	\$2,500
Gym MCRPD Fee	\$250
<b>Total Budget</b>	<b>\$14,350</b>
<b>Staff</b>	
Morning Lead	7:30-4:00
Morning Aide	7:30-12:30
Afternoon Lead (Coordinator)	10:00-6:30
Afternoon Aide	12:00 - 5:30

### ACTIVITIES WILL INCLUDE:

- ➔ 8:00 - 10:00 a.m. Drop off, Breakfast, Academics
- ➔ Breakfast, Lunch & Snack provided
- ➔ Hands on Science, Technology, Engineering, and Art
- ➔ Outdoor Group Games and Free Play Recess
- ➔ Weekly Field Trip to MCRPD Gym on Main St.
- ➔ Weekly Walking Field Trip to Hare Creek Beach