

FOREST RANCH
CHARTER SCHOOL



2024/25
Student Handbook

Approved by FRCS
Governing Board on:

July 16, 2024

Forest Ranch Charter School
PO Box 5
15815 Cedar Creek Road
Forest Ranch, California 95942

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SCHOOL DIRECTORY

Faculty:

Theresa Palmarini – Kindergarten/1st April Kramer-Hladik - Resource
 Katrina Stearns – 1st /2nd Grades; EL PAC Coordinator
 Kala Ulep – 2nd/ 3rd Grades
 Lisa Sellu – 4th and 5th Grades; Elementary Lead Teacher
 Michele Jimenez – 6th, 7th, and 8th Grades; Middle School Coordinator
 Aimee Moffett – Intervention Teacher, Independent Study/Special Programs
 Randal Turley – Middle School Math/History and Support
 Stephanie Mock – TK Teacher

Staff:

Christia Marasco – Executive Director	Kari Story – School Psychologist
Taneesha Lutey – Office Manager	Rebecca Wion - Speech Pathologist - Nurse
Monica Rogers – Business Services	Inna Lukyanov – School Counselor
Christine Foshee – Aide/Substitute	Naomi Rosales – Classroom Aide
Randal Turley – Tech. Aide	
Robin Wilder – Nutrition Director/Tech Aide – Custodial/Maintenance	Karl Schaechterle - Substitute (6-8) – Volunteer Librarian
Courtney Vargas – Nutrition Services	
Deborah Ludlow – Intervention Aide	Sandra Simmons – Substitute (K-5)
Deanna Roesler – Classroom Aide/Intervention Support	
Teresa Amoroso – Classroom Aide/After School Program/Summer Camp Coord.	
Trinity Morris – After School Program Aide	
Lauren Hamilton – After School Program Aide	

Board Members:

<p><u>Community Representatives:</u> Beth Wattenberg, Chair Janessa Sederquist</p>	<p><u>Parent Representatives:</u> Tamba Sellu, Vice Chair Teresa Amoroso, Secretary Joanna Robbins, Treasurer Lauren Jackson</p>
<p><u>Educational Representative:</u> Karl Schaechterle</p>	<p><u>Teacher Advisor (Non Trustee Position):</u> Michele Jimenez</p>

Contact Information:

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INTRODUCTION

The last few years we returned to our prior (19-20) in person, full day schedule and resumed “typical” operations. This included Special Programs, afterschool activities, volunteers on campus, cross-classroom activities and field trips. Our goal is to have an emotionally and physically safe, but also enriching, campus where students can return to a full range of opportunities and experiences to help them grow and learn. While we have brought back most things and started a few new, we are still limited by increased student/staff illness and resulting absences. This year (2024-25) we will continue to work hard to find flexible academic solutions if increased illness persists. Regular, consistent attendance is crucial to our students and school’s success. We are committed to working with families to support academic excellence despite higher rates of illness! Thank you for your time, patience and support as we work towards increased attendance at school or supported work at home if your student is sick. We feel honored to have been chosen to partner with you in the education of your children and look forward to creating a brighter future for our school community together.

Vision

The vision of the Forest Ranch Charter School (FRCS) is to inspire our students and community through a sustainable, comprehensive, academic environment.

Mission

To provide a community school that for the development of the whole child in a safe, supportive and caring community of learners.

FRCS prepares students for the future by creating exceptional opportunities for them to learn. We equip our children with strong academic skills that will help them begin the lifelong process of learning and will enable them to find paths that make their lives – and the lives of others – sustainable, productive, and enjoyable.

In order for every child to reach his or her potential we prioritize the following tenets:

1. Every child must be held to clearly articulated and high expectations for achievement.
2. The school, families and community must collaborate to meet the cognitive, social and physical needs of every child.
3. Teachers and administrators must be engaged in a reflective and collaborative environment of ongoing professional development which is focused on student achievement.

FRCS pursues excellence in education through adhering to the following core values:

Core Values

- **Engagement** – At FRCS, we strive to create an engaging atmosphere using innovative, individualized, hands-on, project-based, and thematically-integrated lessons.

- **Integrity** – Our school community will act with respect, honesty, and courage. Emphasis will be placed on character/LifeSkill education and learning through community service projects and active student leadership. High expectations will be held across campus.
- **Security** – We all work together to ensure that our campus is a physically and emotionally safe environment for growing and learning.
- **Community** – The Board, faculty, staff, and students will form a learning community through building relationships, partnerships, and inclusive family-centered collaboration.
- **Sustainability** – Our school community is committed to fiscal responsibility, core-value retention, and strong leadership to ensure the continuity of FRCS as an organization.
- **We believe . . .**
 - In equity, kindness and integrity; Every student matters all the time!
 - All students have the right to a safe and supportive community of learners that helps them to maximize their learning potential
 - In forward thinking educational practices and flexible learning spaces
 - In perseverance and hard work
 - A growth mindset is essential to all learners on campus, including our adults
 - Families are an integral part of our school community

Philosophy/Practices

In order to meet the diverse needs of our community, as well as the families who chose to become part of our Forest Ranch group, we implemented a flexible philosophy that places an emphasis on high learning expectations as well as development of the whole child. We use methods from the HET (Highly Effective Teaching) model designed by Susan Kovalik and Associates. This model emphasizes differentiated learning, recognizing that children learn through multiple modalities. We adopted a multi-age model rather than a combination class approach. This allows children to move through the standards in a way that challenges each student at the optimal level for their own growth. It is our intention to provide a high-quality education that provides our students with the necessary knowledge base and skills (both social and academic) to be successful in their future academic and life endeavors.

Forest Ranch Charter School’s Program:

- Uses current research to guide decision making,
- Provides adequate training and practice for children to learn and master the basics, embedding this “training/practice” in a meaningful context whenever possible,
- Has environmental partnerships with the CSU, Chico Institute for Sustainable Development, the Big Chico Creek Ecological Reserve, Kids ‘n Creeks, and OEFA.
- Uses innovative approaches to make children’s work interesting and engaging,
- Uses differentiated instruction to meet the needs of children who learn in different ways and are at varying ability levels,
- Is goal focused both at group and individual levels, using incidental and formal assessments to guide instruction,
- Provides character education and mentoring activities allowing students to work together with adults to create a positive learning environment in which every child feels safe, necessary, and respected,
- Uses the arts to make core curriculum more satisfying and meaningful (speech, drama, dance, music, journalism, visual arts),

- Is a STEM (Science, Technology, Engineering and Math) program that promotes active inquiry, digital literacy and actively engages children in a technology rich environment,
- Emphasizes student leadership and the development of civic minded, well rounded learners.

Our primary goal is to allow each student to maximize his or her individual potential while focusing on mastery of the Common Core state standards by use of brain compatible strategies and a focus on individualized learning styles. Our intention is to empower students to be flexible, independent learners who actively participate in their own learning process and strive to develop in each of the multiple intelligences. Therefore, our teachers foster a growth mindset by encouraging their students to try new things as well as think about how they best learn new material. It is our belief that students who are more involved in their learning will be more engaged and effective learners.

Forest Ranch Charter School’s educational program also emphasizes a balance between the intellectual, physical, and social/emotional development of its students. The uniqueness of each child is honored and respected as our community works together to fulfill the vision and mission of our school.

MTSS (Multiple-Tiered System of Support)

FRCS utilizes a Multi-Tiered System of Supports (“MTSS”) which encompasses a Response to Intervention (“RtI”) program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). FRCS aligns resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. Prevention is a key component of the FRCS Multiple Tiered System of Support. Our MTSS Leadership Team meets regularly and coordinates with our School Advisory Council to make sure tiered supports/interventions are being delivered consistently and makes changes to supports to optimize effectiveness.

PBIS (Positive Behavior Intervention and Support)

FRCS implements PBIS across campus to create a safe and healthy environment in which our children may learn and play. Positive Behavior Intervention and Support 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 behavioral outcomes for all students.

Family Centered Service Delivery

Family Centered practices are utilized at FRCS so that families feel supported and encouraged to be actively involved in their child’s education. Family Centered Practices include having an attitude that cultivates a sincere sense of caring, warmth, honesty, and empathy; focusing on solutions and strengths rather than weaknesses; and providing suggestions that are practical and realistic within the family’s experience. Our focus is on positively affirming the family’s role in the process and supporting and acknowledging the decisions they make for their child’s education.

SCHOOL HISTORY

Forest Ranch Charter School, located in the mountain community that shares its name, is about 13 miles northeast of Chico on the edge of pine, fir, and cedar forests along Highway 32. The current school site is relatively new, built in 1991, but follows a succession of five schoolhouses starting in 1878. There is a strong, historic connection between Forest Ranch and its school.

From the first makeshift school built lower in the canyon, to the next, held in a converted barn, each succeeding school building grew larger and more suitable to the quality education that the community was determined to provide. Today, the beautiful school site is comprised of well-planned buildings and spacious grounds that are welcoming, conducive to learning and a source of pride for the entire community.

Currently, FRCS serves about one-hundred and thirty students. Strong parent involvement and participation is characteristic of the school and parents contribute in a variety of ways throughout the year.

SCHEDULE

Primary Elementary Schedule (Grades K – 2nd)

TIME	ACTIVITY	NOTES
8:00am - 8:15am	Supervised outdoor play	Weather permitting
8:15am- 8:30am	Assembly, Morning Movement	
8:30am-10:00am	Instruction/ Focus on Lang. Arts	
10:00am – 10:20am	TK-2 nd grade Recess	
10:00am-11:45am	TK-2 nd Main Lesson (K);1 st -2 nd Instruction/Focus on Math	Half-day Kindergarten/TK formally ends at 11:45
11:45am – 12:30pm	TK-2 nd grade-Lunch	Parents pick-up half-day kindergarten/TK students between 11:45 and 12:30
12:30pm – 1:00	DEAR Time	All-day kindergarten/TK and 1 st 2nd graders
1:00pm - 2:35pm	Afternoon Activities and Lessons	
2:35pm – 2:40pm*	End of Day Transition	
2:40pm -5:30pm	Explorer’s Club/Other Support Services	Free child care/enrichment and academic supports

Upper Elementary Schedule (Grades 3rd – 5)

TIME	ACTIVITY	NOTES
8:00am -8:15am	Supervised outdoor play	Weather permitting
8:15am- 8:30am	Assembly/Morning Movement	
8:30am – 10:20am	Instruction/Focus on Lang. Arts	
10:20am -10:40am	3 rd -5 th Recess	
10:40 – 11:45	Instruction/Focus on Math	
11:45 - 12:15	DEAR Time (AKA: Drop Everything & Read)	
12:15pm - 1:00pm	3 rd -5 th Lunch	
1:15pm – 2:35pm	Afternoon Instruction	Science/History/Technology and Elective
2:35pm – 2:40pm*	End of Day Transition	
2:40pm – 5:30pm	Explorer’s Club/Other Support Services	Free child care/enrichments and academic supports

Middle School Schedule (Grades 6 -8)

TIME	ACTIVITY	NOTES
8:15 – 8:30	Assembly/Morning Movement	
8:30 – 9:30	ELA	
9:30 – 9:40	Snack	

9:40 – 10:25	Wellness/Town Hall/Study Hall/Electives	
10:25 – 11:35	Math	
11:35 – 12:20	Lunch/Recess	
12:20 – 2:05	Science/History Rotation	
2:05 – 2:45	PE	
2:45 – 5:30	After School Programs (Free of Cost) Homework Club (Free of Cost) Sports/Chess/Book Club	For 6th grade; 7/8th with permission only M-Th; 2:45 – 3:30 (2nd – 8th grades) TBA

Note: Students on campus after 3:00pm must be enrolled participants in the After School Program or under teacher supervision if in Middle School

AFTER SCHOOL CARE and ENRICHMENT

Forest Ranch Charter School offers an After School Program known as the Forest Ranch Explorer’s Club. Attendees must be enrolled in FRCS. This quality option is an integral part of a complete education for many families. Forest Ranch Explorer’s Club has been thoughtfully designed to be a safe, enriching environment. Recognizing the importance of quality and consistency, we offer:

- Seamless transition between school and the on-site Forest Ranch Explorer’s Club
- Organized daily indoor and outdoor activities
- Enrichment activities such as dance, music, movement, nature studies and play
- Daily Homework Club, and staff trained to assist with homework (2 - 8th grades)
- “Drop-in” care when space permits only! TK – 6th Grade (7/8 with permission)
- Free of charge for the 24-25 school year
- Additional Sport, Maker Space and Club sessions offered intermittently (K – 8th grades)

STUDENT PICKUP

For the safety of your children, students will only be released to their parents unless permission is otherwise granted. Any child not going to his/her regular after-school location must have a note indicating where he/she is supposed to go. A note or call is also necessary if you are picking up a child who usually rides the bus. Students may walk or ride their bicycles to and from school after written permission is given to the office.

While FRCS is always concerned about the safety of your children, we can only assume responsibility for students on school property during school hours unless they are participating in a school event or enrolled in the After Care Program. Students who wish to use the playground after school may do so, but they must first leave the school grounds. When they return, they are no longer the school’s responsibility.

BICYCLES: The school provides a bicycle rack for student use. However, the school assumes no responsibility for the bicycles. Students must provide individual locks for their property. Students are requested not to lock up their bikes with other students' bikes. Do not leave your bike in the rack overnight. You are not to ride your bicycle on campus or the adjoining sidewalks at any time. You are to walk your bicycle to the bike racks from the time you reach the school grounds - walk it, lock it, leave it. WEARING A HELMET IS THE LAW and will help protect your brain. Helmets are required.

HOMEWORK CLUB/STUDY HALL

Homework Club/Study Hall will be available at no cost every Monday - Thursday afternoon for all students in grades 2-8 with a current After School Program registration on file. Students should come with assigned homework, reading, or a teacher referral noting what extra help is needed. Computers and academic materials will be available as needed for student work. Parents need to contact the office in advance to let school know student will be attending. Students left at school with no notification or not picked up on time will wait in the office and parents/emergency contacts will be contacted. The program operates Mondays through Thursdays from 2:45 – 3:30.

CALENDAR

The full academic calendar is included in the Back-To-School packet as well as on our website (www.forestranchcharter.org). School starts daily at 8:15AM and ends at 2:40PM (2:45PM for 6th, 7th & 8th graders). Kindergarten may be either half day (ends at 11:45) or full day (ends at 2:40). TK ends at 11:45 but our After Care Program will be available for TK students after lunch. Please sign them up if you intend for them to stay a full day. The first day of school is August 13 and the last day of school is May 23.

CURRICULUM

Our teachers strive for academic excellence by using a range of state-adopted, supplementary and teacher-created curriculum to meet or exceed state standards in all of the core subjects. Multiple measures are used to assess all students' progress throughout the year. Students are assessed through teacher created formative assessment and observation surrounding mastery of Common Core state standards (CCSS) and a minimum of the following: text based, chapter tests; running records; the Basic Phonics Skills Test; baseline, midyear and end of year computer adaptive assessment of the standards. The assessment plan is individualized to meet the unique needs of each student. Results are analyzed and used to drive both individual and group instruction.

Highly Effective Teacher (HET) Model

The HET model emphasizes the use of teaching practices that are aligned with current research surrounding learning and the brain. This model also incorporates the use of Howard Gardner's work surrounding multiple intelligences which recognizes there are a variety of ways to problem solve or produce a product and these ways utilize different areas of the brain.

The model is based around four primary elements. First, it promotes the theory that while genetics may set certain parameters for intelligence and academic performance, enriched environmental input can "significantly increase the development of one's potential". Second, it focuses on a brain/body connection making the points that, "emotion drives attention, which drives learning, memory, problem solving and just about everything else" and that movement enhances learning. Third, it discusses individual differences in learning styles and how use of "multiple intelligence" information and applications in the classroom can enhance student learning. Finally, it shows that learning is a two-step process: searching for patterns to enhance understanding and then acquiring a skill set for utilizing our knowledge and embedding it into our long-term memory.

Materials

Teachers use a combination of traditional state-adopted textbooks, supplementary curricula, and teacher-designed materials to teach language arts, science, social studies and math standards. Physical education, journalism, environmental studies/outdoor education, and visual and performing arts are included as distinct subjects in our weekly curriculum. Additionally, they are integrated into the core academic subjects throughout the year to add breadth and enhance learning.

Daily practice of math, spelling, and critical thinking skills are taught with an emphasis on integrated and conceptual learning where connections are made across the subjects as much as possible. Teachers create learning opportunities that include a range of experiences and incorporate aspects of multiple intelligences. Lesson plans begin with the Common Core state standards and then incorporate a variety of enriching materials which could include, but are not limited to, traditional texts, a wide range of rich fiction and nonfiction literature as well as hands-on activities, field trips, technology, video and supplementary materials.

English Language Arts

Teachers start with Common Core state standards and use a detailed Language Arts template to design a balanced literacy program that moves students towards effective reading, writing, listening, and speaking. Teachers create a rich literary environment where students are exposed to vocabulary and discuss ideas from a wide variety of publications and genres. Students spend a significant portion of their day reading and improving their writing skills. Students also receive direct instruction in grammar, spelling, vocabulary, handwriting, and keyboarding. Extension activities in the arts and technology enhance student's understanding and analysis of literary works and increase their verbal skills. Research projects incorporate the analysis and comparison of informational print and digital texts as students choose appropriate materials/information and utilize resources to broaden knowledge and provide evidence to support their ideas. We are currently using Thinking Maps and Write From the Beginning and Beyond for ELA Intervention, Writing as well as critical thinking across subjects.

Technology

All students have a Google Drive account and access to computers daily, with students in 3-8th having one to one access. We focus on developing students whom are technologically fluent and digitally literate. We offer basic computer instruction as well as coding, graphic and video design. Technology is integrated throughout core subjects and elective offerings.

Mathematics

The current Common Core math standards emphasize practice of mathematical skills in a real-world context, promoting the mastery of math content and furthering the development of mathematical problem solving strategies. Through these practices students gain procedural skill, fluency, and the ability to apply mathematics to meet the challenges of the 21st century.

Mathematic activities are woven through our curriculum in a manner that makes content more meaningful. Whenever possible, real-life experiences and hands-on activities are used so that students make purposeful connections surrounding the math concepts being taught. We provide a balanced math program that incorporates systematic daily instruction and practice, as well as real world math experiences. Daily instruction provides incremental review and problem-solving activities. Students are given ample opportunity to practice new skills and gain mastery of the concepts. Math instruction is differentiated so that all students are challenged at a level that is optimal for their personal development.

Teachers use McGraw Hill's, My Math in grades K-5 and we will participate in a

pilot of Do the Math for 4th grade and use elements of this program in 3-7th grades for Math Intervention this year. They use a detailed math worksheet to meet specific and recommended school requirements. They also have access to a wide range of math literature, hands-on and web based materials to support student learning.

For our Middle School (6-8) we have adopted College Preparatory Mathematics (CPM). Teachers have been trained in program usage and supplement with other materials as necessary to further real-world experiences, conceptual mastery, and positive math attitudes.

Science and Outdoor Classroom

At Forest Ranch Charter School, we recognize that a solid understanding of core scientific ideas is critical to our student's future success. Science plays a central role in modern day innovations, the workplace, achieving higher education, and being a well-rounded, informed citizen. Through use of an inquiry-based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and unifying principles.

Teachers will have access to multiple state-adopted texts as well as a varied range of non-fiction, leveled reading and supplementary materials. We currently have access to Elevate Science for all grades. It will be used as the core program for middle school science. These include: Foss kits, GEMS materials, LHS materials, Lyrical Learning, models, hands on manipulatives, lab equipment and specimens, an extensive digital library with current scientific articles, a vast assortment of field guides and reference books, and Environmental Education Initiative (EEI) curriculum. 6-8th graders utilize Pearson Interactive Science Series. Instructional strategies include, but are not limited to, weekly computer-based activities (videos, text, virtual labs, and activities), Outdoor Education and/or Science laboratory activities, in-class demonstrations, hands-on activities including model development and engineering applications; gathering and analyzing data, research projects, non-fiction reading groups, and field trips.

Students rotate weekly Science Lab and Outdoor Education/Environmental Studies activities. Laboratory activities are inquiry-based and support classroom learning. Teachers use Project Wet, Project Wild, Mosa Mack, Discovery Education and EEI curriculum as some of the resources when developing Science lessons. Students have access to multiple in class and elective STEM activities. FRCS also has an active MakerSpace and Robotics Club. Plans for environmental studies on campus include sustainable projects such as the school garden, composting, recycling, and planned alternative energy projects.

Social Studies

Social Studies is a central part of the curriculum. Thematic units are used to teach important concepts in this area. Social studies will be used as a basis for many of the student's literary activities. Students make connections between what life was like in the past and now, different cultures, historical figures and their contributions and learn how geography is integral to the study of human civilizations. Students learn how to critically examine texts, searching for clues and connections to determine what really happened. They learn to differentiate between primary and secondary sources and use document-based evidence to support their theories.

Social Studies content is integrated throughout the curriculum with students acquiring skills in reading, writing, math, visual and performing arts. Students receive regular social studies instruction that focuses on CA History-Social Science Content Standards or current required CA State Standards. Emphasis is placed on living history experiences, other "being there" experiences, historical re-enactment, and hands-on activities. Students engage in productive individual and group projects to make learning goals more meaningful. Other teaching strategies include the use of non-fiction and historical fiction texts, plays, computer-based

information (articles, videos, interactive activities), mini research projects and presentations, field trip experiences and debates. Moreover, students gain an understanding of history from exposure to local, cultural, and global perspectives.

Visual and Performing Arts

At FRCS, the Arts are woven through instruction to: enhance learning; allow students to express creativity; create emotional connections; encourage students to explore new ideas; and make content more meaningful. We believe that learning about the Arts and developing artistic competencies are crucial to healthy growth of the “whole” child. We provide multiple opportunities throughout the year for students to expand their artistic skills.

Service Learning/Student Leadership

An integral part of our program is the development of character, leadership skills and civic responsibility. Character education is included in everyday activities. Town Hall meetings are held to help students solve problems and service work is encouraged to teach children to be responsible members of their community.

Educational Support Services (Meeting the Needs of All)

Forest Ranch Charter School uses a variety of supports and services to help meet the needs of all students. The supports and services are designed to help your child grow socially, academically, emotionally, and physically. Our educational support system is rooted in the belief that all children will learn and that those closest to the child are the most able to provide appropriate support, accommodations, and/or special services. Forest Ranch Charter School is committed to helping every child achieve challenging standards and make the most of each day’s learning opportunities.

We are an inclusive school and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as ELs; and students who receive Special Education services. FRCS will follow the applicable requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act. The students who are designated as ELs will receive daily instruction in English Language Development in addition to teachers using Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

School Based Intervention Team

The primary purpose of the School Based Intervention Team (SBIT) is to assist classroom teachers and staff in working together with families to support growth of the “whole” child. Upon referral the SBIT will convene to explore student needs and, if specific actions generally available in the classroom are merited, a plan documenting strategies and action steps will be developed.

Referrals to SBIT can be made by parents and/or staff members. If you have concerns about your child, you can begin by contacting the teacher. If you feel further action is warranted, ask the teacher or Director for a referral.

Special Education

Special Education Services are for the purposes of identifying students with disabilities, identifying their educational needs and providing remedial services, related services and accommodations to allow the student the opportunity to access and benefit from public education. Parents, teachers, or other individuals who suspect that a student may require special education services may refer the student for assessment and eligibility for special education services by contacting the FRCS Director. Forest Ranch Charter School does not discriminate against students on the basis of disability or handicap per Section 504 of the U.S. Rehabilitation Act. Forest Ranch Charter School contracts with Chico Unified School District (CUSD) to provide appropriate accommodations to ensure that all students with identified learning disabilities and handicaps have equal access to a free and appropriate public education.

Special education and related services are provided by CUSD under the Individuals with Disabilities Education Act pursuant to Education Code 47641 (b). We have developed a Memorandum of Understanding (MOU) with CUSD that specifies the District provides services to the students of FRCS in the same manner as other students of the District. Services can include but are not limited to: assessment, speech, resource services, intervention services, and any other services laid out in the student's Individualized Education Plan (IEP).

Section 504 of the Rehabilitation Act

FRCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. A 504 team will be assembled by the School Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

Supporting Academically High-Achieving Students

Our program provides additional support and challenges for high achieving students. Lessons are individually designed to ensure higher-order thinking skills and productive collaborative learning. Teachers are trained to challenge students who master the standards in their grade level early by providing additional critical thinking or project-based learning opportunities. The curriculum is enriched with many different activities, keeping higher achieving students active and engaged. In addition, high achieving students will be referred for testing, as appropriate, to be placed in our pull-out GATE program. GATE classes offer additional enrichment opportunities for many of our high achieving students. FRCS also offers an accelerated mathematics pathway and Honors for 6-8th graders.

ASSESSMENT

Children are assessed in relation to state grade level standards by use of multiple assessment measures. These include, but are not limited to: portfolios, projects, in-class quizzes, in-class writing, textbook-generated exams, interim benchmark assessments, teacher observations, kid friendly Common Core State Standard checklists, and other teacher designed performance assessments. Additionally, computer-based assessments that provides detailed information surrounding progress in each of the standards are administered regularly.

Report Cards:

Report cards are issued three times a year. Report cards are primarily standards based and indicate student progress in classroom assignments, tests, and assessments relative to California's Content Standards.

State Required Achievement Tests:

FRCS will participate in all of the state's required standardized tests (California Assessment of Student Performance and Progress (CAASPP) assessment system, including but not limited to the SBSA, CAA, CASTs, CE, and PFT).

- ***SBSA***

The SBSA (Smarter Balanced Summative Assessments) is a state mandated, computer adaptive series of achievement tests to assess the student's progress in learning the Common Core State standards in ELA and Math. All students in 3rd through eighth grades take these tests annually in the spring.

- ***CAA (California Alternative Assessment)***

The CAAs for ELA and mathematics in grades three through eight and grade eleven are individually administered to students who have an individualized education program that

indicates the use of an alternate assessment on statewide assessments. All eligible students are required to participate in these online assessments.

- ***CAST (California Science Test)***

The CAST is a state mandated Science test administered annually to students in grades five and eight.

- ***English Language Learners (ELL) Test***

The ELPAC (English Language Proficiency) is administered annually to students classified as ELL and is used to determine whether students graduate from ELL to Fluent English Proficiency.

- ***PFT (Physical Fitness Test)***

The PFT is state mandated physical fitness testing. It is delivered to 5th and 7th graders annually in the spring.

FRCS ROLES & RESPONSIBILITIES

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, or sexual orientation, equal rights and opportunities in the educational institutions of the state. Forest Ranch Charter School is an equal opportunity employer and fully complies with both state and federal statutes regarding discrimination in public schools.

Students

Forest Ranch Charter School students strive for excellence in education, both personally and as a group. FRCS is a community school and we promote the success of all students. Students will be afforded a significant amount of independence and self-direction in their education, but with this freedom comes responsibility. Active participation and productivity are expected and students will receive recognition for their contributions.

A Student Council composed of student representatives from each class will be selected to hold regular meetings. Under supervision of a teacher, students will develop educational projects, help make school decisions, perform peer-counseling, and participate in conflict resolution. In addition, students will have a variety of other roles and responsibilities involving the daily functions of FRCS.

Teachers

Teachers are selected by the personnel committee and are held to the highest professional standards. Professional development is encouraged by FRCS. Training opportunities include: Highly Effective Teaching training, safety training, strategies for curriculum development, Positive Behavior and Intervention Support Training, and use of Family Centered Practices. Professional development of teachers and administrators will also include training specific to their grade level or ITSP

(Individualized Training and Support Plan). Educational opportunities related to our environmental theme and the visual and performing arts are available throughout the year. Academic quality assurance visits are made periodically by the administration to observe teachers in practice and help provide customized support for each classroom teacher.

Teachers are responsible for providing an enriching, well rounded educational experience for each of their students. They are responsible for utilizing Positive Behavior Support to create solid procedures and classroom management practices that support all of their students and Family Centered practices with parents to create greater relationships and collaboration. They are also responsible for student safety. They are expected to guide students to safety in the event of an emergency and protect them from danger until the situation is resolved, as outlined in the Comprehensive School Safety Plan.

Parent/Guardians

Parental involvement within the school is highly encouraged. Student performance improves dramatically when parents and teachers work together as a team. Therefore, FRCS invites parents to meet regularly with faculty, and/or board members, to organize their participation in school activities and events. We also encourage families to discuss academic, social, and emotional issues regarding their children's school day.

While it is important that students feel the support of their families in education, it is also important that families receive the support of FRCS. Therefore, our teachers offer assistance to families in the development of techniques and strategies that may be utilized to improve their children's academic success and assist children in learning at home.

Family Involvement and Parent Engagement Policy

Forest Ranch Charter School (FRCS) develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during parent meetings at the School Advisory Committee (SAC) and Parent Workshops. Developing the Parent Engagement Policy is aligned to the process with the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with SAC. The Parent Engagement Policy is provided to every family and posted on the Charter School's website. In addition, FRCS distributes to parents a school-family compact. The compact, which has been jointly developed with parents, outlines how staff, student and parents will share the responsibility in supporting student success including for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress. access to staff.
- Opportunities of parents to volunteer and participate in their child's class.
- Opportunities for parents to observe classroom activities.

FRCS provides parent workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, and PBIS. The Charter School also engages parents by honoring the academic success of each student's individual goals.

Events

Back to School Night and Open House are annual events which showcase our students' work and accomplishments. These events are a chance for students and their families to meet one another and learn more about FRCS's philosophy and expectations. FRCS also has Family education events, and smaller group student showcase events throughout the year. We encourage families to take advantage of these to further support your child's education. Fundraising events will be held periodically to help FRCS meet its fiscal needs. Our Parent-Teacher-Partnership (PTP) group creates and coordinates several activities, events, and fundraisers for families to participate and enjoy.

SAC (School Advisory Committee)

The School Advisory Committee (SAC) meets monthly and consists of parents, teachers, staff and an administrator. The SAC serves as the advisory body of the school to the Board of Directors. The SAC helps make decisions about how to use state and federal funds, including Title 1 funds, in a coherent manner to support student achievement. The SAC works diligently to review student achievement and make recommendations for services, ensuring the Executive Director monitors the implementation of English, English Language Development, and Math curriculum scope and sequence, and differentiated instructional groups to provide small group instruction or individual instruction during interventions. The goal is to ensure that sufficient progress is being made to support all students and that any achievement gaps are being closed. The SAC supports family literacy activities and active parent involvement. The SAC completes an annual needs assessment reviewing the family and student survey results in the development of the annual LCAP and reviews the effectiveness of the prior year plan in order to determine which targeted services should continue, change, or be replaced.

FRCS Governing Board

The Governing Board is composed of five parents, two community members, one educational professional, and a teacher liaison that acts only in an advisory capacity. Those serving in the community positions will be elected by the Forest Ranch Community Association and those serving in the parent position will be elected by parents/guardians of FRCS pupils. Teachers will elect one classroom teacher as their Board advisor/liaison and the educational professional is elected by the Board.

The Board is responsible for making decisions about the school's governance through the establishment of policies. The Board selects and evaluates the director, approves contracts, fundraising, budgets, and other governance responsibilities. Student achievement and implementation of the school vision is the focus of Board decisions.

Students, teachers, parents, and community members are encouraged to attend meetings and provide input. Agendas and approved meeting minutes are posted on our website and at the school 72 hours in advance as required by law. A majority of board members (a quorum) must be present in order to hold any official meetings. A majority vote is needed to pass a motion. All meetings of the Board of Directors of Forest Ranch Charter School are held in compliance with the Brown Act.

PTP

The Purpose of the Parent Teacher Partnership (PTP) organization is to aid the students of FRCS by providing support for their educational and recreational needs through fundraising efforts; to be the voice of the families; to be an advocate for the charter school; to promote open communications between the administration, teachers, and parents; and to promote "community" throughout FRCS.

All parents and/or legal guardians whose students currently attend FRCS, all faculty and staff of FRCS are eligible for membership in the organization. Members shall have the right to attend and participate in all meetings, activities of the organization, to vote and to hold office. Membership is open throughout the school year.

Community

Forest Ranch Charter School was created by an enthusiastic community and parent volunteers working hard together for the benefit of both the school and the community of Forest Ranch. In order to continue our success, community support is not only welcomed, it is necessary. We envision all factions of our community coming together to contribute what they can to this significant endeavor.

We frequently involve community professionals in the instruction of students in their field of expertise. We also coordinate with various community groups in joint social action projects, social and fundraising events. We exist because our community cares.

Volunteers/Visitors

At Forest Ranch Charter School we encourage families and community members to visit us and join in by signing up for one of our many volunteer opportunities. To ensure the safety of all students and staff, visitors must register in the front office immediately upon entering the school building or grounds. We appreciate volunteers and use them in many ways on campus. All volunteers must fill out a volunteer agreement and have a current and clear TB test on file. Volunteers should also sign in every time they are on campus. Volunteer drivers must fill out driver forms, attend a short orientation and sign a Driver Agreement stating they will follow all driver and field trip procedures. Certain volunteers may be required to have a clear fingerprint Live Scan on file.

EXPANDED ROLES AND RESPONSIBILITIES-SCHOOL COMPACT

PARENTS	SCHOOL & TEACHERS	STUDENTS
Know what is expected of each of your children	Communicate expectations	Know what you need to do. Ask for help if needed
Help students organize time effectively (TV, friends, school, work, chores, activities)	Help students be clear about homework.	Bring assignments home. Complete assignments. Return homework when due.
Send children to school ready to learn, child is rested, properly dressed, properly nourished, and arrives at school on time.	Provide a full day of education.	Be responsible for going to bed at a reasonable time and getting up on time.
Communicate questions and ideas	Encourage parents to ask questions and give input.	Bring home notes and messages for parents. Make suggestions in an appropriate manner.
Know how your child is doing in school.	Communicate student progress.	Know how you're doing in school.
Make it a priority to attend school events and meetings relating to your child.	Schedule meetings in such a way that parents can attend.	Encourage parents to come to school events.
Provide the school with useful information about your child and about family values and culture.	Respond to children's and families' interests and needs. Make referrals, as necessary.	Be an enthusiastic learner. Share your interests and skills with others.
Talk to your children. Listen to what they have to say.	Listen to children's ideas and concerns.	Communicate with family and school staff.
Make suggestions for FRCS Board & PTP.	Make suggestions for FRCS Board & PTP.	Make suggestions for Student Council.

Participate in the creation and implantation of your child's Individual Learning Plan (ILP)	Facilitate and monitor progress on ILP.	Help create and work to meet goals of your learning plan.
Read at home with your child.	Encourage reading and provide books as needed.	Read regularly.
Discuss with child and be clear about behavioral expectations/procedures at home and at school	Communicate school's behavioral expectations/procedures.	Follow behavioral expectations/procedures.
Expect appropriate quality education for your child.	Provide a quality education for each child	Set high goals for yourself and strive to reach your goals.

HEALTH and WELLNESS

According to the Greater Good Science Center at UC Berkeley, research suggests that having a caring teacher that empowers students to develop their social emotional intelligence improves student academic performance and overall well-being. At FRCS we strive to develop an environment that cultivates wellness by translating research into action, embracing innovation, and encouraging positive change on the individual and community level. We focus on helping students to develop the habits and mindsets that will empower them to make healthy choices that support optimal physical, cognitive and social/emotional development. We do this by creating opportunities for connection, practice and reflection. We also work to provide lessons and activities that encourage and support healthy lifestyle choices such as eating healthy, being fit, active listening, conflict resolution, stress and time management.

Health and Fitness

Children generally learn better when they get adequate sleep, healthy food and regular exercise. Please send your children to school well rested and properly nourished. We will provide fitness/PE activities at least 4 times a week. Students will also have opportunities for physical activity daily during recess and lunch. Families can help increase fitness by limiting TV/electronic time and encouraging physical activity. Parents are welcome to join us for morning warm ups.

Nutrition and Lunch

Children should eat a nutritious breakfast before coming to school. We contract for Nutrition Services through Chico Unified School District (CUSD). CUSD Nutrition Services provides a daily breakfast and lunch option (Please note: breakfast is served at first recess), see the office or school website for further details. Students not participating in the Lunch Program should bring a nutritious lunch to school which includes a non-perishable drink. All students should bring a healthy snack daily for recess. Nutrition is an essential element of health, so we encourage parents to visit the FDA's Choose My Plate for lunch and snack ideas (ChooseMyPlate.gov). Harvard's Nutrition Source has another version of this called My Healthy Eating Plate. They are a great resource for healthy lunch and snack choices. We encourage families to limit sugary snacks sent to school. Sugar does not help learning. Gum, carbonated sodas, and energy drinks are not allowed at FRCS and may be confiscated. Foods requiring additional heating or refrigeration should not be brought on campus.

Medical Conditions

Parents must notify the FRCS Director if a student with a medical or health condition requires accommodations. The Director will arrange a meeting with the parent/guardian of the child and school nurse to develop an accommodation plan for the student's medical or health condition. Please make sure you put all health conditions including allergies on your child's registration health record.

Communicable Diseases

Communicable diseases are easily and quickly spread through a school environment where students, teacher, administrators, and volunteers work in close proximity. Communicable diseases will dramatically affect our students' attendance and learning capabilities, especially in a small school such as FRCS. Therefore, if your child has symptoms of a communicable disease or is suspected of having a communicable disease, he or she may be excluded from school activities, until guidelines for readmission are met. Examples of common communicable disease are: coronavirus, ringworm, conjunctivitis (pink eye), lice, chicken pox, strep throat, or various strains of the influenza virus. We suggest that all parents/guardians err on the side of caution where illness (es) and communicable disease(s) are concerned.

Illness

If your child is ill and cannot attend school, please call and inform the office before 8:45am. For your child's well-being and the safety of others please do not send a sick child or a child with a fever to school. If, while at school, your child complains of feeling sick, depending on the severity of their symptoms, you may be contacted to pick him or her up from school.

Medications at School

A student who needs to take medication during school hours must have a written statement on file with the school, signed by a physician, or clinic representative, and a parent/guardian. Approved medication must be kept in the school office at all times and students must report to the office to self-administer their medication.

If a child is taking medication, FRCS asks that the parent/guardian arrange a schedule so that they may administer the medication for those children unable to do so for themselves. School administrators will not administer medication to students.

Speech, Hearing, and Eye Examinations

FRCS recommends that children undergo a yearly speech, hearing, and eye examination. Screenings for hearing and vision are conducted by a school nurse for specified grade levels, per CUSD guidelines. We contract with Chico Unified School District for nursing services.

SAFETY

FRCS has a Safe School Plan, that is updated annually to keep current with new rules, regulations and safety procedures. FRCS Safe School Plan components are: Classroom Organization & Structure; Internal Security Procedures; Behavioral Expectations; Discipline & Consequences; Support & Recognition; and Support Services.

FRCS has a Safety Committee composed of two FRCS staff members and three FRCS Parents, in addition the local Deputy Sheriff and Cal Fire, retired Fire Captain are utilized as local community and public safety advisors. The Safety Committee meets three times per year. Each meeting the committee reviews all incident and accident reports, in order to evaluate if there is a safety issue or potential issue, which needs to be addressed. In addition, each meeting the committee focuses on one major component of the Safe Schools Plan and re-evaluates to confirm the plan is still effective and

complies with the policy and procedures established for the Charter School and all other mandated guidelines.

Our Emergency Response Plan describes how the school will operate during critical incidents that affect students, staff, or facilities. The major components of the Response Plan are:

- Levels of Threat & Determination;
- Response Options;
- Actions & Response;
- Incident Management Structure;
- Development of an Incident Management Team.

Our IIPP (Injury and Illness Prevention Plan) is in place and all staff have been trained. FRCS IIPP components are:

- Safety & Health Policy;
- Procedure, Process;
- Code of Safe Practices;
- Hazardous Materials;
- Common Areas & Public Safety Concerns;
- Housekeeping & Electrical Safety;
- Fire & Earthquake preparedness;
- The Injury & Illness Reporting Process.

Our communication plan is established to assist with internal communication of staff and students. In addition, FRCS has an automated call system (One Call Now) to be utilized based on specific incident protocol. We also have a back-up phone tree system if necessary. Information can be relayed in a timely manner to parents and / or off site staff in the event of an incident. We have agreements with two separate community facilities for a safe relocation zone of students and staff, should an incident warrant such activation.

Like all workplace environments, FRCS has continuous training, education, awareness, and implementation of the various safety protocols and procedures throughout the school year.

School-related Injuries

Forest Ranch Charter School can treat most minor injuries such as scrapes or cuts. Please note school personnel are not allowed to use any antiseptic or ointments. We can use soap, water, Band-Aid’s and ice packs. All playground personnel working with children have completed CPR/First Aid training. We also have a school nurse assigned to our school, who will assist with student health issues and required screenings. Injuries will be reported to the parents at the director/lead teacher’s discretion. Should a more serious illness or injury occur, school staff will contact the on-call school nurse (if appropriate), along with parents, and if required call 911.

COMPREHENSIVE SCHOOL HEALTH & SAFETY PLAN		
Health	Communicable Diseases	If students have a contagious disease or condition they should be treated by a doctor. We ask that they do not attend school. We have
	Medical Condition	If students have any medical condition that could seriously endanger themselves, or others, both the condition and its possible symptoms should be disclosed to the teacher and the director.

	Medication	If a student is on any medication we request that the director is notified of their condition and medication needs. A student who needs to take medication during school hours must have a written statement on file with the school.
Safety	Dangerous Activity	Students are expected to behave in a safe and peaceful manner. Teachers are responsible for the establishment and maintenance of safe interaction among students.
	Dangerous Condition	Students, teachers, parents, and community members are to immediately report any dangerous situation or condition on campus to administration.
	Child Abuse / Illegal Activity	Anyone with knowledge of child abuse or illegal activity must immediately report it to the administration (or authorities, if applicable). School personnel are mandated reporters.
	First Aid	Forest Ranch Charter School employees are not authorized to provide any medicine or medical treatment outside of reasonable First Aid.
Emergency	Violence	If violence occurs on the campus, teachers are to diffuse the volatility of a situation, if possible, and then immediately call for help. Parents of involved students are to be promptly notified. A student involved in a violent incident may be suspended and a parent/teacher conference scheduled to determine appropriate consequences.
	Intrusion/Threat	An outside threat may result in a facility lock-down. Students will be released when conditions are safe.
	Natural Disaster	In the event of a natural disaster, such as lightning storm, floods, earthquakes, and fires, students are to follow the direction of the school employees.

EMERGENCY CLOSURE PROCEDURES

Forest Ranch Charter School Board authorizes the Director or designee to close school or delay the opening in the event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or school property.

We have an automated call system or established phone tree that will immediately be put in place once a course of action has been determined. When possible, FRCS will notify local TV and radio stations and post information on the school website. Every attempt will be made to provide notification as early as possible in the case of school closure.

ENROLLMENT

Immunization Requirement

Forest Ranch Charter School strictly complies with the California State Health Standards. The immunization status of all students will be reviewed regularly and those students who do not meet the state guidelines will be excluded from school until the necessary requirements are met. All FRCS students are required to provide the following immunization documents prior to enrollment.

All students:

- Proof of birth (copy of birth certificate, passport, or state-issued ID)
- Health Examination Report for School Entry
- Student Medical Form
- Emergency Data Card

Kindergarten, all of the above and:

Immunization Record (this record must be complete and include the date your child was given each required shot and be stamped or signed by the attending physician or clinic). The list below lists the immunizations set forth by the state of California, which are required for students to enroll at FRCS:

- **Polio (OPV/IPV)** There should be **four (4)** dates and stamps.
- **DTP/DTaP** There should be **five (5)** dates and stamps.
- **MMR** There should be **two (2)** dates and stamps.
- **Hepatitis B** There should be **three (3)** dates and stamps.
- **Varicella Chickenpox** There should be **one** date and stamp (or verification of having had the disease)

6th Grade Students, all of the above and:

- A record that proves that the rising 6th grade student has received all three (3) shots of the Hepatitis B series. This series is administered over a four (4) month period
- A second mumps, measles and rubella (MMR)
- A chickenpox vaccine or documentation of the disease is now required
- A tetanus vaccine is recommended, if the last one is five years or older

7th Grade Students, all of the above and:

- Tdap (Pertussis Booster) Requirement

If your student's record is missing some doses, or you do not have a legal record of the immunizations, please contact your child's physician or clinic as soon as possible. If your student is in K-6th grade and recently received immunizations and needs a subsequent immunization, your student will be allowed to attend FRCS with the understanding that the parent/guardian adheres to the protocol of having the child receive the remaining doses when they are due. Once the child has received the remaining doses, the parent/guardian must bring the record to the school office. A copy of the necessary immunization requirements for each child will remain on file with the FRCS. If your student is in 7th grade they **must** have had the Tdap (Pertussis Booster) **before the first day of school.** If they have not, they will not be able to attend school until a copy of the necessary paperwork is on file.

TB Clearance

All new students from out-of-state and kindergarten students must present written Montoux test results for tuberculosis (TB) performed within one year prior to their enrollment in school (see immunization record).

Student Privacy and Records

The Family Educational Rights and Privacy Act (FERPA) is a Federal law which protects the privacy of student education records. Forest Ranch Charter School acknowledges parents/guardians and eligible students rights by providing appropriate access to student records and not releasing student records without written consent. A student is "eligible" when they have reached 18 years of age or attends a school beyond the high school level.

Parents/guardians and eligible students may inspect and review student records. A copy of the records will not be provided unless it is impossible to review the records due to great distance. Parents/guardians and eligible students may request a correction of records they believe are inaccurate or misleading. If the school decides not to make requested changes a formal hearing may be requested by contacting the Director or the FRCS Board of Directors. Parents/guardians and eligible students may

place a statement with the record noting their disagreement if changes are not made as a result of formal hearing.

We must have written consent from parents/guardians or the eligible student to release any information from student records except under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

ATTENDANCE

Excused Absences

Students are to be at school on time every day, unless they have an excused absence for a doctor, dentist, or optometrist appointment, an illness that is either contagious or that prevents them from learning, a funeral for a close family member, or a court appearance. The school expects to be notified on the day of the absence prior to 8:45AM. Then, on the first day back, the absence must be excused by providing Forest Ranch Charter School with a note from the parent or guardian of record.

Unexcused Absences

If the school is not notified and the student does not report to school the next day with the appropriate documentation, the absence will be unexcused. In the case of more than five unexcused absences, a conference with the family and the FRCS will be scheduled to develop an attendance intervention plan to ensure that the student does not fall behind in school. Habitual absence is one of the biggest single causes of poor academic performance. Attendance in public school is compulsory in California and there are legal consequences for multiple absences in addition to educational ramifications.

Extended Absences

If you have advance knowledge of a pending absence, please let the school know so that plans can be made accordingly. In the event a student will be absent for more than one day, homework may be requested in advance. Families are strongly encouraged to enroll students in our Independent Studies Program to better meet their educational needs. Independent Study work must be cleared in advance through the office.

Tardiness

All students are expected to arrive at school on time. A student is considered tardy if he or she is not in their classroom by 8:15am each day. A student must report to the office if he or she arrives late. Tardiness is only excused if a student has a medical, dental, legal appointment or a death in the family. Tardiness must be excused by providing Forest Ranch Charter School with a note from the parent or guardian of record.

Chronic tardiness is disruptive to a student's education as well as the learning of others. Therefore, for their protection and to help students develop life skills, chronic tardiness will result in a

conference with the family and FRCS to develop an intervention plan to ensure that the problem is corrected.

SCHOOL RULES

Guidelines

Forest Ranch Charter School has four basic school rules; **Be Safe, Be Kind, Tell the Truth, and Take Responsibility for your own Actions**. Most students know what these words mean, and teachers will clarify the rules if they do not. Teachers will also have the responsibility of developing routines and procedures, both in their classrooms and on school grounds, which will encourage students to follow the basic school rules. School employees and volunteers will help promote these rules by modeling them at all times.

Specific:

- Forest Ranch Charter School is a healthy environment and is therefore a **tobacco, alcohol, drug, weapons and violence free school**.
- Inappropriate use of **electronic devices** on campus is prohibited.
- Students take pride in their school by keeping the grounds, building, and facilities **free from litter, damage, theft, or vandalism**.

Playground Rules:

For a copy of the playground rules please contact the office or your child's teacher.

Dress Code:

Students should wear clothing that is comfortable and appropriate for the season (i.e. jackets, boots, hats, raincoats). We have outdoor recess unless it is raining or snowing. Students must wear closed toed shoes that are appropriate for running when participating in P.E. or active games outdoors. Please provide a change of shoes if necessary. A change of clothes is also helpful for younger students who participate in messy activities or may have "accidents". Kindergarten parents should provide the school with a labeled change of clothes for your child.

Students may not wear:

- Clothing advertising alcohol, tobacco, drugs, violence, or sexually-explicit subject matter
- Clothing that does not adequately cover undergarments or the body
- Hats or sunglasses in the classroom

School Wide Behavior Support Plan

Our goal at Forest Ranch Charter School is to work together with families to help our students become self-directed, lifelong learners who are compassionate and ethical decision makers. We believe an effective behavior support program should be focused on teaching rather than punishment and rewards. Therefore the primary focus of our School Wide *Positive Behavior Support Plan* is training our faculty, staff, and volunteers to model and guide our students towards healthy, respectful, and self-directed choices.

Learning about Life Skills (patience, perseverance, caring, etc.) and effective communication strategies are an integral part of our program. Therefore, we strive to provide our students with the big picture behind their choices and behaviors. When appropriate and clearly articulated goals are in place, we believe all children will be motivated and excited to learn. We also believe that high expectations

and accountability for one's own actions are a necessary part of learning. We utilize Second Step and a combination of Mind Yeti/Town Halls and other SEL Programs to assist our teachers in facilitating positive growth in our student community.

Our School Wide Positive Behavior Intervention and Support Plan has three primary components: Prevention, Strategies for Effectively Managing/Redirecting Inappropriate Student Behavior, and Behavior Support Planning:

Prevention:

- **School Wide Environment**
We strive to create an environment that helps to support appropriate behavioral choices by having clear and consistent procedures. Faculty, staff, and volunteers model and emphasize appropriate behavior and practice in developing communication skills through Town Hall meetings and collaborative learning clubs. In addition, teachers use Zones of regulation, Second Step, and various other programs to instruct students in anger management techniques, conflict resolution, perspective taking, and development of the Life skills.
- **Family Education and Support**
Our school emphasizes a Family Centered model of operation in which families are viewed as partners in educating their child. Support and education are provided to families through both formal (parent education night, outside referrals) and informal (teacher, director conversation, parent groups) channels.

We recognize that our behavior support plan will be more effective if everyone in our community is on board so we provide ongoing training to all personnel and to families upon request. We also are working hard to develop clear and consistent procedures and guidelines for implementing our behavior support plan. Please help us by following posted procedures while on campus.

Strategies for Effectively Managing /Redirecting Inappropriate Student Behavior

While we work hard to head off inappropriate behavior through prevention and teaching, there are times when consequences are necessary to protect the student and those around him/her. Whenever possible, we use positive strategies and then logical or natural consequences. Each child and situation is unique, therefore, we implement and train our staff to utilize a range of consequences appropriate to individual situations.

Our Intervention Continuum is as follows:

Cool Down/Redirection Examples:

- Removing the student from the group within the room, outside the room, or in another classroom provides this cooling down period.
- Having the student take a short break/walk or visit the office can provide the same cooling down time
- Each classroom is equipped with a cool down area where the teacher may recommend or the child may elect to go for a "break" or "cool down"

Level 1 Infractions & Consequence Examples:

Delivered for minor infractions in which a warning was not effective.

- Time away from the activity until compliance can be demonstrated
- Fix it ticket is written and given to the student
- Review of "social stories"; role play appropriate behavior
- Referral to office for problem solving
- The student is asked to write a note of apology

- The student may be asked to participate in community service at recess

Level 2 Infractions & Consequence Examples:

Possible infractions might include repeated offenses of name calling or exclusionary behavior, open defiance, breaking rules, repeated disruption of class, etc.

- Fix it ticket is written and given to the student
- A letter may be sent home
- A call home may be made to discuss the problem with parents/guardians
- Loss of privilege for a period of time or loss of recess
- Completing a learning module on appropriate behavior and preparing a written improvement plan

Level 3 Infractions & Consequence Examples:

These are more serious infractions and will involve the teacher, director and student's family. Level three consequences would apply to harassment, any behavior that has been nonresponsive to other interventions, or behavior that could be dangerous to the student or others.

- Parent conference
- In-school suspension
- Actual suspension and a follow up behavior plan
- Expulsion may be considered or utilized. Some students adopt behaviors that are so chronically disruptive or dangerous that they can no longer participate in an educational environment and have to be removed for their wellbeing and/or the wellbeing of others.

NOTE: All suspensions and expulsions will be handled in accordance with the school's policy for suspension and expulsion, (see Board Policy 3050 at www.forestranchcharter.org or ask the office for a paper copy).

Behavior Support Plan

A Behavior Support Plan is a plan put together, as a team, by the director, teacher and a student's family to lay out a course of action for teaching a new behavior or remediating an inappropriate behavior(s). When appropriate the student is also involved in the planning. This plan can be for serious or recurrent behavioral issues. The plan can be developed at the family or teacher's request. A behavior contract between the student and the school or parent may be a part of this process. This plan may be a part of an SBIT (School Based Intervention Team) where a formal team is considering professional evaluation of a learning disability and/or setting up a course of action to manage student behavioral issues

Across campus we have developed a list of strategies to help staff and volunteers guide children according to our school philosophy. Behavior Support Strategies are as follows:

1. Focus on Teaching

- Model appropriate behavior (Remember children learn most from imitation)
- Emphasize and reinforce what you want to see
- Keep in mind individual differences in temperament, learning styles, age and gender

2. Be Positive

- Say what you want the student to do rather than what you don't want
- Notice what they do well
- Build relationships by providing support and spending time with children
- Redirect to appropriate play
- Avoid sarcasm or comparing children to one another

- Make choices available whenever possible

3. Set Clear Limits and Expectations

- Follow school procedures/ Review with children frequently - Be specific and brief
- Do not use a questioning format if you are not asking a question
- Give directions in close proximity
- Be Consistent

4. Avoid Conflict

- Use Active Listening
- Prevent issues by arranging environment and scanning for "triggers" - Transition and prepare children for upcoming changes
- Don't place too many demands when a child is overwhelmed or tired
- Plan ahead for difficult times
- Be patient
- Do not raise your voice. Speak in a firm but calm and even tone when necessary

5. When Necessary Use Logical Consequences

INTERNET USE POLICY

Students are responsible for good behavior on the school computer network just as they are in the classroom and on the school grounds. The network is provided to conduct research and access academic resources such as curriculum sites. All Internet use will be under the direction of the teacher. Access is restricted to teacher directed assignments. **NO STUDENT MAY USE THE INTERNET** in any other capacity. Furthermore, to use the Internet at FRCS:

- Parent permission is required.
- Network administrators retain the right to review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on the school system or in the cloud will remain private.
- Outside school use of the Internet is a family responsibility.
- NO disks and/or CDs of any kind may be brought to school and installed on the school's controlled network. Our goal is to maintain a safe and secure environment.
- The following are **NOT** permitted: (This list shall not be considered exhaustive)
 - Violating copyright laws
 - Using another person's password
 - Trespassing in another person's folder, work or files
 - Damaging computers, computer systems or the school network (Parents may be charged for repairs)
 - Sending or displaying offensive messages, pictures or obscene language
 - Using the network for any non-academic or personal purposes

Violations will result in loss of access or any other disciplinary action as needed. A comprehensive copy of our Internet Use Policy and Student Use Agreement is available on the website or in the school office.

LIBRARY USE

Forest Ranch Charter School has a well-established library with over 4,000 fiction, nonfiction and reference books. We utilize the Follet system and all of our books (with the exception of recent donations and purchases) are scanned into the system. We have a wide range of titles with many new and diverse books to support standards based student learning topics as well as a range of topics that

may interest students. We also have an abundance of classic and contemporary children's literature and have made an effort to keep up with the purchase of new, "exciting" book releases and special interests of our students throughout the year. We have a volunteer librarian who has weekly story time and check out for students throughout the year.

Students are permitted to borrow books from the library for a two (2) week period. Lost or damaged books are the responsibility of the borrower. The student who signed out the book is responsible for replacing an overdue or lost book. Writing in library books is not permitted.

COMPLAINTS

On occasion, families and school personnel may experience differences of opinion or concerns. The proper channel for complaints involving instruction, discipline or learning materials is as follows:

1. Speak to the adult directly involved. Please talk to the staff member first. Remember the story you hear at home may not be the full picture. If it is a classroom aide, yard duty, or janitor please talk to your student's teacher or School Director first. These staff are hourly and under the supervision of teachers and the School Director.
2. If you feel there is not a satisfactory solution, set up a meeting with the School Director or Teacher-in-Charge.
3. If you are unhappy with the result or the concern is in regards to the School Director you may bring your concern to the FRCS Board of Directors or file a formal Complaint Form. Complaint Forms are available through the school or on the school website under Policies and Procedures.

BULLYING AND HARRASSMENT

FRCS is committed to providing an emotionally and physically safe learning environment for all students. Students or parents that feel their student is being bullied or harassed (including sexual harassment) should report concerns immediately to school director, Christia Marasco at (530) 891-3154 or cmarasco@forestranchcharter.org. Our Elementary Lead Teacher, Lisa Sellu is also available to support students and families at lsellu@forestranchcharter.org and our Middle School Coordinator, Michele Jimenez, can be reached at mdj@forestranchcharter.org. Our Uniform Complaint Policy and form can be found on our website at <http://www.forestranchcharter.org/board-policies.html>. Please talk frequently with your child. Parents are important supports to help prevent bullying, harassment and social challenges at school. Let us know if you have any concerns or need support. We care and want to support you and your student.