

FOREST RANCH  
CHARTER SCHOOL



2011/2012  
School Handbook

Approved by FRCS  
Governing Board on: 8/11/11

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  
Katrina Stearns – 1<sup>st</sup> & 2<sup>nd</sup> Grades  
Mallory Bodney– 1<sup>st</sup> & 2<sup>nd</sup> Grades  
Lisa Matoes – 3<sup>rd</sup> & 4<sup>th</sup> Grades  
Adrienne Jimmerson – 5<sup>th</sup> and 6<sup>th</sup> Grades

### *Staff:*

Christia Marasco – Executive Director  
Lisa Speegle – Chief Business Officer  
Terry Sheffield – Office Manager  
Beth Wattenberg – After School Program Director  
Joe Ball – Teacher’s Aide  
Stephanie Juhl – Teacher’s Aide  
LaDawn Hall – Teacher’s Aide  
Heather Howland – Teacher’s Aide

### *Forest Ranch Charter School Governing Board:*

#### Community Representatives:

Dave Foreman –Chair  
Seren Bradshaw- Secretary  
Lynne Wright

#### Parent Representatives:

Kiersten Morgan – Vice Chair  
Lisa Speegle – CFO/Treasurer  
Melinda Boyd  
Robinette Cook

#### Educational Representative:

John Rowden

#### Teacher Representative:

Mallory Bodney

### *Contact Information:*

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15815 Cedar Creek Road  
Forest Ranch, California 95942  
(530) 891-3154 / Fax (530) 891-3155  
<http://www.forestranchcharter.org>

## INTRODUCTION

### *Vision*

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

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 developmental 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 On Creeks,
- 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 different 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).

### *Mission*

To provide a community school that encourages each student to maximize their learning potential in a safe and supportive environment.

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 values: engaging, secure, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically) educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We approach these responsibilities with integrity at all times.

### ***Philosophy***

Our primary goal is to allow each student to maximize his or her individual potential while focusing on mastery of the state standards by use of brain compatible strategies and 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 encourage 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.

## **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 five students. Strong parent involvement and participation is characteristic of the school and parents contribute in a variety of ways throughout the year. An active parent teacher partnership (PTP) meets twice a month to support the school's activities and needs. It is evident by their willingness and enthusiasm that every parent possesses a strong desire to support their children's education.

## SCHEDULE

Forest Ranch Charter School begins daily at 8:15AM, ending at 2:35PM.

### Primary Elementary Schedule

TIME	ACTIVITY	NOTES
8:00am -8:15am	Supervised outdoor play	Weather permitting
8:15am-10:00am	Instruction	
10:00-10:20am	K-2 <sup>nd</sup> grade Recess	
10:20am-11:45pm	K-2 <sup>nd</sup> Main Lesson Time	Half-day Kindergarten ends at 12:00
11:45pm-12:30pm 12:00pm-12:30pm	K-2 <sup>nd</sup> grade-Lunch Kinder-Lunch	Parents pick-up half-day kindergarten students between 12:00 and 12:30
12:30pm-12:50pm	DEAR Time (AKA: Drop Everything & Read)	All-day kindergarten and 1 <sup>st</sup> 2 <sup>nd</sup> graders
1pm-2:35pm	Afternoon Activities and Lessons	
2:35pm – 2:45pm*	End of Day Transition	
2:45pm -6:00pm	Explorer's Club	Fee-based program

### Upper Elementary Schedule

TIME	ACTIVITY	NOTES
	Grades 3-6 <sup>th</sup>	
8:00am -8:15am	Supervised outdoor play	Weather permitting
8:15am – 10:20am	Instruction/Focus on Mathematics	
10:20am – 10:40am	Recess	
10:40am- 12:15pm	Main Lesson Time	
12:15pm – 1:00pm	Lunch	
1:00pm -1:20pm	DEAR Time (AKA: Drop Everything & Read)	
1:20pm – 2:35pm	Afternoon Instruction	
2:35pm – 2:45pm *	End of Day Transition	
2:45pm -6:00pm	Explorer's Club	Fee-based program

\*End of day transition includes student pick up, bus departure, and beginning of Forest Ranch Explorer's Club After School Program.

Note: Children on campus after 3:00pm, must be enrolled participants in the After School Program.

## AFTER SCHOOL CARE

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. Our After School Program 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, and play
- Daily homework hour, and staff trained to assist with homework
- "Drop-in" care
- Competitive pricing

## 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.

For your child's safety all Kindergarten students will need to be signed out when they are picked up. At early pick up (12:00) a sign-out sheet will be in the office. At end of day pick up (2:35), sign-out will be on a clipboard with the Kindergarten afternoon aide/teacher.

## HOMEWORK CLUB

A teacher-led homework club will be available at no cost every Tuesday and Thursday afternoon for all students in grades 3-6. Students should come with assigned homework, reading or a teacher referral noting what extra help is needed. 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 be placed in the After School Program and an appropriate fee will be assessed. The program operates every Tuesday and Thursday from 2:35-3:45pm.

## CALENDAR

The full academic calendar is included in the Back-To-School packet as well as on our website ([www.forestranchcharter.org](http://www.forestranchcharter.org)). School starts daily at 8:15AM and ends at 2:35PM. Kindergarten may be either half day (ends at 12:00) or full day (ends at 2:35). The first day of school is August 22, 2011 and the last day of school is June 8, 2012.

## 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 state standards 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 (Scantron's Ed Performance Series). 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. Foreign language, physical education, journalism, environmental studies, and visual and performing arts have been added to the curriculum. Additionally, movement, visual and performing arts and environmental studies are integrated into the core academic subjects throughout the year to 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 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 are encouraged.

### ***Science Lab and Outdoor Classroom***

Forest Ranch Charter School offers a weekly science laboratory and an outdoor classroom with lessons on environmental studies. The science lab is facilitated by the teachers in conjunction with the California State University, Chico Institute for Sustainable Development and Big Chico Creek Ecological Reserve. Volunteer scientists from the community, including CSU, Chico professors and staff, teach thematic units in science designed to meet grade level standards. 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 content is integrated throughout the curriculum with students acquiring skills in reading, writing, math, visual, and fine arts. An emphasis is placed on living history experiences, hands-on activities, and historical re-enactments. Moreover, students gain an understanding of history from exposure to local, cultural, and global perspectives.

### ***Educational Support Services***

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.

### ***Student Study Team***

The primary purpose of the Student Study Team (SST) is to assist classroom teachers and staff in working together with families to support growth of the "whole" child. Upon referral the SST 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 SST 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. FRCS does not discriminate against students on the basis of disability or handicap per Section 504 of the U.S. Rehabilitation Act. FRCS 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).

## **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, and other teacher designed performance assessments. Additionally, computer based assessment 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:***

- ***STAR testing***

All 2<sup>nd</sup> through 6<sup>th</sup> graders participate in State mandated standardized testing (STAR) annually. This test is administered by qualified personnel in the spring of each school year.

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

California English Language Development Test (CELDT) is administered each fall to students classified as ELL and is used to determine whether students graduate from ELL to Fluent English Proficiency.

## **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, and strategies for curriculum development. Professional development of teachers and administrators will also include training to help them communicate effectively with parents. Educational opportunities related to our environmental theme are also offered. 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 the management of their class and 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 and expected. 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.

### ***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 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.

### ***FRCS Governing Board***

The Governing Board is composed of four parents, three community members, one classroom teacher, and one educational professional. 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 representative 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 Livescan on file.

## EXPANDED ROLES AND RESPONSIBILITIES

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 days 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.	-----
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

### *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 continue to provide a Healthy Lunch Program through Help Shasta, please see the office for details. Students not participating in the Healthy Lunch Program should bring a nutritious lunch to school that 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 food pyramid for lunch and snack ideas ([www.mypyramid.gov](http://www.mypyramid.gov)). We encourage families to limit sugary snacks sent to school. Sugar does not help learning. Gum and carbonated sodas, 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 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: 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**

The mission of Forest Ranch Charter School is to provide a community school which allows each student to maximize their learning potential in a safe and supportive environment. In addition our goal is to create a safe, effective, and efficient working environment for all staff and parents.

FRCS has a Safe School Plan, which was developed utilizing materials and guidance from Bernard Vigillon, CUSD Safe Schools Plan Coordinator, in order to maintain compliance and keep updated on current rules and regulations. 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 BCFD Volunteer 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.

FRCS has an Emergency Response Plan, which 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.

FRCS has a written IIPP in place and all staff have been trained on the safety and health concerns regarding the employees work site. 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.

FRCS has a communication plan established to assist with internal communication of staff and students. In addition, FRCS has an established phone tree system to be utilized based on specific incident protocol. Information can be relayed in a timely manner to parents and / or off site staff in the event of an incident. FRCS has 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, bandaid's and ice packs. All 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, transport the student to the nearest hospital or 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.
	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
	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 his/her 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.

FRCS has an established phone tree system 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. Parents may choose to waive this immunization requirement by filling out and submitting exemption form. Please check with the school for details on possible exemptions/exclusions.

#### *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)

#### *6<sup>th</sup> Grade Students, all of the above and:*

- A record that proves that the rising 6<sup>th</sup> 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

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 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.

### ***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).

## ***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. If a planned absence exceeds 5

days, then families are strongly encouraged to enroll students in our Independent Studies Program to better meet their educational needs.

### ***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. Tardies 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 three basic school rules: **BE SAFE, RESPECTFUL AND RESPONSIBLE**. 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 Lifeskills (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.

Our School Wide Positive Behavior 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 Wise Skills, Second Step, and various other programs to instruct students in anger management techniques, conflict resolution, perspective taking, and development of the Lifeskills.
- **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
- 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

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 behavior plan with consequences possibly including expulsion will be created.
- 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](http://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 a SST (Student Study 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

### 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 server 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.

## **LIBRARY USE POLICY**

Forest Ranch Charter School has a well established start up 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 concern. The proper channel for complaints involving instruction, discipline or learning materials is as follows:

- 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 you feel there is not a satisfactory solution,
- Set up a meeting with the School Director or Teacher In Charge. If you are unhappy with the result or the concern is in regards to the School Director,
- You may bring your concern to the School Board or file a formal Complaint Form. Complaint Forms are available through the school or on the school website under Policies and Procedures.