

# **Twin Rivers**

# **Charter School**

## **2025-26 Student Handbook**

**A SCHOOL OF CARE, CONNECTION, CREATIVITY, AND CONSERVATION**



The Twin Rivers Charter School (TRCS) is a program operated by Northwest Youth Corps with support from local school districts, AmeriCorps, and the Oregon Youth Conservation Corps.

This handbook was developed for use by TRCS students and parents.  
Copies of this publication are available upon request.

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### **SCHOOL VISION**

Twin Rivers is a school community dedicated to equity and environmental sustainability. We challenge, support & empower each other to become critically conscious stewards through hands-on learning, leadership opportunities and life skill development. Our graduates are effective communicators, critical thinkers, and compassionate leaders positively engaged in their communities.

### **SCHOOL MISSION**

The mission of TRCS is to use multiple pedagogical and curricular approaches (including interdisciplinary projects, hands-on experiential learning, and outdoor education) and our core principles of Care, Connection, Creativity, and Conservation to create an inclusive and innovative learning environment.

### **EQUITY AND JUSTICE STATEMENT**

At Twin Rivers Charter School we believe that Diversity, Equity, Inclusion and Justice are integral to, and inseparable from, the learning process. That means purposefully structuring educational opportunities that challenge systems of power and privilege that work to the benefit of some and to the detriment of others. We aspire to create environments where students' unique histories, cultures, languages, families, and selves are actively and sustainably engaged as assets that inform learning.

We also realize that we have much work to do to achieve these goals and while they are aspirational, we remain dedicated to the journey. Our work is not ahistorical, and, in fact, we have and continue to perpetuate systems of power and privilege. As an educational institution we dedicate ourselves to continued growth and learning, to taking action to remediate our harm done, and to be accountable as a system and as individuals when we do harm again. We do so with humility, respect, and an understanding that doing so represents our greatest opportunity to achieve our shared goals.

### **OUR PRINCIPLES**

Our values can be summarized into four main categories. Care, Connection, Community, and Critical Consciousness.

#### **Care**

Caring about ourselves and others, caring about the world and caring about what we are learning sits at the core of who we want to be. The world is struggling to find answers and the first step is to care. You should be able to ask your teachers, "why should I care about this?" and they will have an answer that paces the learning in context. We know that our ability to care about ourselves and each other means that sometimes we make mistakes and when we do it is our responsibility to make the community whole again.

#### **Connection**

As a small school it makes sense that the learning that happens in Language Arts is both informed by and provides information to the learning happening in other subject areas. Our work connects the core content in Language Arts, Social Studies, Math and Science to the real world to possible careers and possible selves. We also connect content across time, understanding that

our learning is based in history, that informs our present day, and provides opportunities to envision a different future. We also seek connections to our families, to community organizations and others working to make the world a healthier and more just place.

### **Creativity**

We are a small school. That means we must solve our own problems, celebrate each other's accomplishments, and work together to create community. Building community is not accidental. It takes work. For us, building community means supporting each other as we take risks, it means being open to new experiences, opinions, and cultural ways of being and knowing. As members of a local, regional and global community we also have the opportunity to have a positive impact on the world.

### **Conservation**

The world is facing some very real challenges. Students have the ability to study, imagine, generate theories and test ideas to solve them. Doing so requires the ability to analyze and examine systems of power and privilege that work to the benefit of some and to the detriment of others. Understanding systems can make students better able to advocate for themselves and their families and communities.

## **PROGRAM DESCRIPTION**

No other school travels as much, goes as far, or takes on more challenges than Twin Rivers Charter School. Instruction is hands-on and place-based, incorporating classroom learning, field studies, and work projects. **If we are studying it, we want to go see it, to experience it. When we study oceans, we go to the coast, when we study climate change we go see the impacts of glacier melt. These experiences help connect classroom learning to the world and in so doing create connections in our students' brains.**

Students are in session for school Tuesday through Friday, from 8:40 am to 4:00 pm. Twin Rivers Charter School operates early-September through mid-June, following the 4J district schedule (approximately). Classroom and field instruction are integrated to make a whole academic experience, providing the required credits to achieve a traditional high school diploma. Students are grouped in cohorts based on their credit standing when they enter Twin Rivers Charter School. The small class sizes of 16 or less, and the high faculty to student ratio allow for individualized instruction and strong bonds between students and staff.

### **Crew Cohorts**

Our class structure is based on the crew system set up by Northwest Youth Corps. Crews are self-contained groups of students that learn and grow together. They are loosely affiliated with typical 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades, our crews are often made of students from various grade levels.

## Classroom Schedule Twin Rivers Charter School Students:

### Monday Schedule

No school for students (this may change only for a spike camping trip)

### Tuesday-Friday Schedule

8:40-9:00	Community Meeting * Tuesdays only	Breakfast/Home room	Breakfast/Homeroom	Breakfast/Homeroom
1st Period 9:00-10:15	Project Unit Class			
2nd Period 10:20-11:20	Project Unit Classes			
3rd Period 11:25-12:15	Electives			
Lunch 12:15-1:00				
4th Period 1:00-2:00	Core Classes			
5th Period 2:05-3:05	Core Classes			
6th Period 3:10-4:00	Electives			

To receive a traditional high school diploma from Twin Rivers Charter School, students must meet the course requirements below:

At TRCS, we strive to ensure all students are on track towards earning a traditional high school diploma, as to ensure the most opportunity for students upon graduation.

Credits required for Graduation	
Content	
Language Arts	4
Math	3 (Algebra 1 and above)
Science	3
Social Science	3
Health	1
Physical Education	1
Fine Arts, including Career Development, Applied Arts, Second Language	3
Electives	6
<b>TOTAL</b>	<b>24</b>

### REQUIREMENTS FOR GRADUATION

## **EVALUATION OF CLASSROOM/ FIELD PERFORMANCE**

Classes are graded based on daily performance, assignments, projects and tests. Progress reports are sent near the midpoint of each trimester. Final grades are sent home at the end of each trimester. Copies of students' semester grades and transcripts are also sent to the referring school district. Academic performance on Field Education Weeks and on Spike is evaluated within the core curricular areas, as each discipline has complementary field experiences. Performance for the field and classroom components are also evaluated by the pride students show in their work and as a member of the TRCS community

### **TRCS Field Experiences Participation Policy**

The Field components of Twin Rivers Charter School are a core piece of who we are as a school. We are an outdoor, experiential school with DNA rooted in the conservation Corps world. Conservation service work is as integral to our academic mission as is Science, Math, Language Arts, and Social Studies. By participating in the field components of our mission students learn important functional skills like tool use, trail building, invasive removal and habitat restoration. They also learn cross-sector job skills like goal setting, time management, teamwork and perseverance.

Failure to participate in Field service components of the school has a dramatic impact on the entire school community. You are a member of a crew that has responsibilities to both the small group and the whole school. If one or more members of a crew refuse to participate the rest of the crew suffers.

Importantly, because of the size of our school, there are no opportunities to earn AF credit (students need 3 to graduate) without participating in the field components of what we do. Therefore, it is important that students participate fully in our field components and receive passing grades (in this case C or higher).

With this in mind, we are creating some policy to address a process for students who receive a grade of 69% or below. In this case, upon the close of a trimester a student receiving less than a passing grade in their field experience for the entire trimester will be placed on academic probation. Failure to improve their participation in field service will result in their removal from the school.

Passing field service is not a difficult thing to do. It only requires that:

- Students arrive on time during their service days ready to work with proper and adequate clothing (including work shirts, boots, etc).
- Students participate fully and follow all instructions, especially safety protocols.
- Students have a good attitude and support their crew to get work done.
- Students participate until the work is done, including taking care of tools, vehicles. And PPE.

Attached you will find the rubric for grading individual days in the field. We will go over this with you at the beginning of each term.

	1	3	5
<b>Preparedness</b>	Not dressed for service Not ready when getting on the bus Not aware of tools or of the environment No Water Bottle Doesn't return borrowed clothes/boots	Has some of the necessary gear (i.e. has a work shirt but no boots). Dressed for service but not for the weather/environment Returns gear dirty or leaves around the school.	Properly dressed with all necessary gear and prepared with a good attitude. Aware of the environment and ready for the service day Has water bottle
<b>Safety</b>	Actively using tools in an unsafe manner Unaware of others' bodies Wandering off site without communication Not following site rules Wearing inappropriate clothes for service. Refusal to wear rain/weather gear Proper use of PPE including safety equipment Making crew members unsafe	Not behaving towards tools based on NYC Training (i.e. using a weed whacker like you do at home) Following most rules Not aware of others physical space Needing many reminders to be safe/ use PPE appropriately	No reminders regarding safety are needed Follows site and NYC rules for tool/ PPE use Uses good communication skills with regard to whereabouts Arrived with all personal safety gear and asked for things they were missing. Demonstrates care for self and others during the service day
<b>Participation/ Motivation</b>	Doesn't complete tasks Refuses to participate Doesn't respond well to feedback Unprofessional in front of program partners Hinders participation of others	Needs frequent reminders to stay on task or stop inappropriate behaviors Shows minimum effort Slow to respond to feedback/instructions Communicates with team at the minimum levels	Completes all tasks Responds well to feedback Participates fully in all elements of the day Has positive/solution oriented attitude Professional and respectful behavior Advocates for self and others on the crew

For the 25-26 school year, the following field schedule for each crew is below:

Red Crew	Service Day 1	Service Day 2	Education Day	Recreation Day
	11/4	No school	12/2	12/9
	12/16	1/6	1/13	1/20
	2/3	2/10	2/17	2/24
	3/3	3/10	3/17	3/31
	4/7	4/21	4/28	

Orange	Service Day 1	Service Day 2	Education Day	Recreation Day
	11/5	11/12	12/3	12/10
	12/17	1/7	1/14	1/21
	2/4	2/11	2/18	2/25
	3/4	3/11	3/18	4/1
	4/8	4/22	4/29	
Yellow	Service Day 1	Service Day 2	Education Day	Recreation Day
	11/6	11/13	12/4	12/11
	12/18	1/8	1/15	1/22
	2/5	2/12	2/19	2/26
	3/5	3/12	3/19	4/2
	4/9	4/23	4/30	
Blue	Service Day 1	Service Day 2	Education Day	Recreation Day
	11/7	11/14	12/5	12/12
	12/19	1/9	1/16	1/23
	2/6	2/13	2/20	2/27
	3/6	3/13	3/20	4/3
	4/10	Weedathon		



## **STUDENT RIGHTS/ EXPECTATIONS/ RESPONSIBILITIES**

### **Student Rights**

As a TRCS student, you have the right to:

- Learn in a safe environment with staff that is supportive of you and your academic progress.
- Be free from insults, harassment or discrimination based on race, religion, ethnic origin, gender, sexual orientation, and physical or learning differences.
- Freedom of expression within the accepted boundaries of the community.
- Fair grading based on criteria that have been explained in advance.
- Space to present your side of the story and be heard by an objective authority in a dispute.
- Have a parent/guardian present in investigations involving the police or violation of the law.
- Freedom from physically intrusive search. No student will be searched without reasonable suspicion that the student is concealing evidence of an illegal act or school rule violation.
- View your student file/records upon request.

### **General Expectations**

- Come to school every day. Be prepared. Be on time.
- Be mentally focused to work hard in the classroom and in the field, in all kinds of weather.
- Respect others and get along. Incidents of fighting, threatening, racism, sexism, homophobia, or putting others down are not allowed.
- The Twin Rivers Charter School is a drug, alcohol, and tobacco free zone.
- Contribute your ideas and opinions. Work to make the school better.
- Take responsibility for your actions.

#### **In Return, YOU Can Expect To:**

- Gain knowledge in Science, Math, Social Studies and Language Arts, and have the opportunity to earn a high school diploma.
- Learn to be a responsible leader and serve your team and community.
- Receive encouragement and support in moving forward with your plans after high school.
- Be respected as a member of the community. You will enjoy freedom of expression here at TRCS. Your thoughts and ideas count!
- Learn how to use tools, complete outdoor work projects, and develop workplace skills.

**If you feel that your rights as a student have been violated, you can seek help from teachers, the principal, or the community school coordinator.**

## **Attendance Expectations**

Passing courses is highly dependent on student attendance! Students must strive to be present in body and mind each school day. TRCS has the following attendance expectation:

- Students must maintain 85% attendance during field and classroom weeks.
- Maintain a 2.0 GPA or higher
- Successfully complete mandatory Spikes.

Students who fail to meet these expectations will be placed on a behavior/attendance contract in an effort to support their success at TRCS. Students who fail to meet the terms of their contract may be dismissed from the school. *Any students that misses ten consecutive days will be automatically dropped from TRCS.*

If a student comes to school up to fifteen minutes late they will be considered **tardy**. Chronic tardiness will result in an attendance contract. Students showing up to school late and missing the bus during a field week may be sent home and earn an unexcused absence for the day, which will negatively impact his/ her grade.

For details on how to report absences and other pertinent information, see Appendix B: Missing School.

## **Academic Expectations**

Genuine learning and academic success depends on hard work and honest effort. The staff provides encouragement and guidance to students, and students should be prepared to respond in a positive way. TRCS expects that students come to school every day prepared to learn. While students are not in the classroom during Field Education weeks and Spikes, learning is still a top priority! Students and parents must recognize that outdoor experiences are also school and TRCS has the same expectations for student learning and behavior.

## **Expectations for Dress**

Students are to wear clothes that promote a positive image for the school and for themselves. Clothes with inappropriate images or words, or anything overly revealing, should be left at home. This includes clothing referencing alcohol, tobacco, and phrases or images depicting insults, sexual acts, harassment or discrimination based on religion, ethnicity, gender, sexual orientation, etc. Gang related clothes/bandanas are not allowed. Closed toed shoes must be worn at all times while outdoors. Shirts must be worn at all times. Sunglasses and hats covering the face should not be worn inside the building.

During Field Education weeks, students will wear hard-hats, boots, long pants, long-sleeve shirts, and gloves on their assigned work day (to be determined at the beginning of the school year). The other field education days, students must be prepared to be outside, regardless of the weather. Students will be expected to maintain your appearance in a neat manner at field sites. Keep shirts tucked in unless otherwise instructed by staff members. Hoop earrings, dangling necklaces, and other loose jewelry that may get caught in equipment or on bushes, are safety hazards and cannot be worn in the field. Long hair must be tied back. Excessively baggy pants are also unsafe in the field and are not allowed.

## **Expectations for Public Conduct**

TRCS is proud of its students, and we want members of the community to see and appreciate the fine young men and women in our programs. As a Twin Rivers Charter School student, you represent Northwest Youth Corps to the public. It is important that you maintain a high standard of professional conduct at all times, especially at field sites and whenever we are in public.

Professional conduct includes appearance, actions, and language. Your appearance should be neat and in good taste, your clothing should be appropriate and your behavior should be disciplined and should not attract undue attention. Your language should be polite and respectful in all public situations. This includes bus rides to and from project sites, and on the bus routes to and from school. Using profanity, vulgarity, or disrespect of others shows you in your worst light and brings down the reputation of the school. Be proud of yourself and your school. Always be courteous in your interactions with people.

## **Expectations for Cell Phones**

Twin Rivers Charter School has updated its personal electronic device policy in compliance with Executive Order 25-09 (July 2, 2025), a statewide mandate requiring Oregon K–12 schools to restrict student phone use during instructional hours. This policy is designed to reduce distractions, improve attention spans, encourage face-to-face interaction, and support student well-being.

**Definition of Devices:** The policy applies to any portable device capable of calls, texting, or internet access (e.g., smartphones, smartwatches, cellular-enabled music players). It does not include laptops or school-required learning devices.

**Classroom Rules:** Phones may not be used during class time (“No Cell, Bell to Bell”). Students must place phones in a designated classroom cabinet, locker, or leave them at home. Phones are also prohibited during short breaks. Music is only permitted during teacher-approved independent work, using one earbud, with the device stored afterward.

**Daily Access Schedule:**

- Before school: Full access
- Break after 1st period: Access allowed
- 2nd period → Lunch: Phones stored until lunch
- Lunch: Full access
- 4th period → Break (before 5th): Phones stored until break
- 5th period → End of day: Phones stored in classroom cabinet
- Electives (3rd & 6th): Phones remain stored from prior class until elective

ends

Enforcement: If a phone is visible during restricted times, it will be taken. First offense—student must place it in storage; second offense—confiscation until the end of day; repeated misuse results in a parent/guardian meeting and compliance plan.

Cell phones on Field Days & SPIKE Trips: Students must turn in devices before departure; they are stored securely and returned afterward. These outdoor experiences are core to the school's mission and intended to be distraction-free. Headphones are prohibited during service work for safety reasons.

This policy reflects a balance of state law, school values, and student development needs. By requiring devices to be stored during instructional time, while still allowing scheduled access points, Twin Rivers ensures students can remain connected without sacrificing focus, social confidence, or academic engagement. The school believes phones are powerful distractors and that structured restrictions—both in classrooms and during outdoor learning—are essential to building independence, safety awareness, and meaningful in-person community.

**For the complete Personal Electronic Device Policy, please reference our school website.**

### **Expectations for Computer Usage**

The Twin Rivers Charter School has Computer on Wheel units called CoW. The computers are used by students for research and for completing school assignments. Students are welcome to use computers for personal use during specified and supervised times throughout the day. These times may include before and after school, during lunch and during breaks. Students found to be accessing, creating or disseminating inappropriate content will have their computer privileges revoked.

### **Expectations for Student Driving**

Twin Rivers Charter School students are welcome to drive to school and park **on the street** in front of the school. Students are not allowed to drive to or from field studies sites, and must ride in the bus with the rest of the crew. Students are not allowed to give rides to other students without the permission of all parents.

### **Expectations for Care of Property**

Students are expected to exhibit respect for personal, public, and TRCS property at all times. The materials and resources that we use in the classroom, in the field and on the work site are for the benefit of the student's learning. If they are stolen or damaged, it negatively impacts the experience for all. Students found stealing or vandalizing will be held financially responsible and may be dismissed from the school.

Students are also responsible for helping to keep the school clean and neat. There will be regular cleaning sessions where the entire student body and staff will clean the school.

## **STUDENT BEHAVIOR**

### **Behavior Expectations**

TRCS has high expectations for student behavior so that we may ensure a safe and supportive academic environment that builds community and camaraderie. At the Twin Rivers Charter School, we believe that building a community is the key to every aspect of our program. Students who positively contribute to their individual growth and to the overall success of the community receive rewards meant to show students that we notice.

The bottom line with student behavior at TRCS is respect for self, respect for learning, respect for others, respect for school, and respect for the natural world. Whenever possible, we try to reinforce respectful behavior by modeling it, by noticing and acknowledging it, and by rewarding it.

### **Consequences of Poor Behavior**

Students agree, when they are admitted to the Twin Rivers Charter School, that they will strive to meet the expectations and responsibilities of the community to the best of their ability. Choices that violate those expectations are dealt with on an individual basis, but a hierarchy of consequences is generally followed. We try to implement our discipline policy in a nonjudgmental atmosphere, where we respect students, even if we disagree with the choices they are making. We show a willingness to listen and resolve problems when they arise. TRCS' discipline policy is meant to show students that we care enough about them to set limits and provide a consequence that, we hope, will lead to personal growth and maturity.

Discipline issues go through the principal. Consequences may include one or more of the following:

- Referral to speak to the Vice Principal
- Students write about their actions, how they could have reacted differently and how they will work to improve behavior in the future.
- Suspension- Student will be suspended from all school activities for a length of time determined by the Vice Principal.
- Community Service- Student will create a service plan with the Vice Principal as a form of retribution for an action.

### **Dismissal from the Program**

Be advised, the Twin Rivers Charter School is under no obligation to exhaust all disciplinary steps before dismissing a student. Major violations of the rules may result in immediate dismissal on the first offense. Similarly, inappropriate behavior may warrant issuance of a contract or suspension depending on the context and nature of the behavior. Disciplinary action is determined by the presiding staff member and/or Principal.

Reasons for which a student may be excluded from the program include, but are not limited to:

1. Having a weapon or dangerous object in your possession.
2. Violent or aggressive behavior, such as fighting, threatening, intimidating, verbally abusing, or disrupting the work of others.

3. Repeated inappropriate language or behavior, such as profane, vulgar, sexually explicit, racist, sexist, or homophobic remarks or actions.
4. Possessing, using, or being under the influence of alcohol and/or other drugs during school hours and/or on school property. Sale or distribution of illegal drugs any time.
5. Tobacco use during program hours.
6. Damaging, destroying, or stealing any private or public property.
7. Violating the terms of a behavior, academic, or attendance contract.
8. Violating safety standards.
9. Recruitment, promotion or glorification of gangs or gang activity.
10. Damaging or destroying the natural environment.
11. Leaving Spike or repeatedly skipping field education experiences

### **Serious Offenses**

You will find a complete list of behavioral expectations and corresponding consequences in Appendix E. Below details serious offenses, and corresponding consequences.

### **Violence, Aggression, Emotional Abuse**

Learning can only happen in a climate of physical and emotional safety. Violence, threats of violence, or abusive behavior cannot be tolerated. Verbal insults, discrimination, or disrespect of others is also not allowed. In the field, aggressive behavior jeopardizes the safety of the team. In the classroom, it leads to intimidation or fear and no one feels safe to learn and grow. Students who engage in violent or aggressive behavior will be removed from the situation. When they have “cooled down,” they will be asked to meet with staff members who will provide appropriate consequences.

### **Weapons**

Knives, including pocket knives of any length, are NOT permitted in the school. Any student found with a knife could be suspended. The knife will be confiscated and returned to parents/guardians. The following are grounds for expulsion from the school: Refusal to give a knife on request to a staff member or TRCS staff, threatening another person with a knife, or being caught with a knife a second time is grounds for dismissal from TRCS. Pocket knives (with a folding blade that is less than three inches) are allowed on Spike trips. Knives used inappropriately or when not allowed, will be confiscated.

Firearms of any kind are strictly forbidden. Any student in possession of firearms or dangerous weapons on school property or at any school event may be dismissed from the school. **The police will be notified.** It does not matter if the gun is unloaded, if it is a pellet gun, a family heirloom, or a collector’s item. Don’t bring it to school. Toy guns are also inappropriate and will be confiscated. Ammunition of any kind, fireworks, and explosives are also forbidden.

## **Drugs and Alcohol**

The Twin Rivers Charter School is committed to maintaining a drug- and alcohol-free atmosphere. Possession, use, storage, sale, or distribution of alcohol or illegal drugs is strictly prohibited.

### **Possession**

If students are suspected of being in possession of drugs or alcohol, they will be asked to voluntarily open their bags, backpacks, purses, or pockets to be searched by the school principal or another member of the Twin Rivers Charter School staff. If drugs or alcohol are found, or if the student refuses to allow a search, parents or guardians will be called and are expected to come to the school to pick up the student. If the student leaves the grounds, the parents will be called. If a controlled substance such as marijuana is found, the police may be called and the substance will be turned over to the police. Students may face criminal charges.

### **Suspicion of Being under the Influence**

If staff members have reason to suspect that a student is under the influence of drugs or alcohol, they will try to confirm their suspicion based on two or more of these indicators:

- Smell of alcohol, marijuana or other drugs.
- Appearance of eyes: bloodshot, dilated pupils, unfocused, refusal to remove dark glasses.
- Behavior: sleepy, “spacey,” dreamy, altered movements, extreme energy, altered speech, trembling, appetite changes, unwarranted secrecy or avoidance.
- Mental and emotional indicators: memory loss, lack of motivation, euphoria, slowed time sense, slowed reflexes, lack of inhibition, smiling and laughing out of context.
- Fainting, nausea, or other signs of illness.
- Other students report witnessing drug or alcohol use.
- Student’s admission of being under the influence.

A parent or guardian will be informed of the situation and asked to come and get the student. If a parent cannot be reached, emergency contacts will be called. The student’s denial will not be considered a reason not to call parents. *If the student is ill from a drug overdose or toxic reaction, emergency procedures will be followed. If necessary, the student will be taken to the emergency room at the hospital.* The student will be suspended until a conference is scheduled. Parents, the student, and the Principal will attend the conference. The situation will be discussed from each person’s point of view. Intervention will be discussed to help the student. This could include educational projects, counseling, and drug rehabilitation. Consequences from the school may be involved, including a behavior contract, loss of off-campus time, further suspension, or dismissal from the school.

### **Defiance, Disruptions, and Disrespect to Staff**

Profanity and rude, defiant outbursts will not be tolerated. In a classroom setting, students who behave poorly may be asked to leave the room. They will be escorted if necessary. They may need time to “cool down,” and this will be respected, however staff must know where they are at all times. When students are ready, they will speak with the Principal or with the Teacher or staff member who sent them out of class.

In the field, defiance and disrespect to staff members can be a safety concern. It is important that students listen to staff in the field and comply with basic instructions. Serious violations will result in the student being removed from the field. Consequences will be discussed when everyone is calm. If the behavior seems to be the result of conflict between the student and staff, both parties will have an opportunity to express their concerns.

### **Academic Dishonesty**

The Twin Rivers Charter School expects all students to be responsible for their own learning and not to resort to cheating. Students who allow others to copy their work or use their answers during a test are also cheating. Academic Dishonesty includes the following:

- Copying an assignment or test
- Allowing others to copy an assignment or test
- Giving or receiving test information
- Working on or completing an individual assignment collaboratively without teacher authorization
- Copying a portion of a document from an author or composed by another person, and presenting it as original work (no citation)
- Incidents of suspected academic dishonesty shall be handled initially at the class and/or department level and, when appropriate, shall receive second-level review or action from an administrator.

The consequences for academic dishonesty include loss of credit for the assignment, meeting with parents, and other disciplinary actions as needed.

### **Tobacco**

Possession or use of tobacco products and paraphernalia, including cigarettes, chewing tobacco, lighters, or any form of vaping pen is not allowed at the Twin Rivers Charter School: not on the grounds, in the buildings, in the buses, on field sites, on trips, or during Spike. Students may not smoke, chew or carry tobacco products any time they are participating in Twin Rivers Charter School activities. Consequences vary from loss of privileges to dismissal from the school. Possession, use, storage, sale, or distribution of cigarettes is illegal for all persons under 21.

### **Public Displays of Affection**

Overt public displays of affection are inappropriate at school. Kissing, caressing, touching, prolonged hugging, lap sitting, etc. constitute unacceptable public displays of affection. Staff members will attempt to curb inappropriate public displays of affection by privately talking to students who are repeatedly involved. Staff will separate participants if they continue inappropriate behavior. If necessary, discipline procedures will be implemented.

### **Poor Attendance**

Being present at school is important to academic success! Attendance contracts are given to students whose attendance percentage falls below 85%. This will happen even if the absences are excused! The Principal and student meet to discuss why the student is not coming to school. The contract is a tool used to ensure that



students are caught up with missed work and able to attend classes regularly in the future.

## **HARASSMENT-FREE SCHOOL**

The Twin Rivers Charter School is committed to creating an environment in which everyone can work together free of all forms of harassment, exploitation, or intimidation. Prejudice will not be tolerated. Disciplinary action will result from student use of sexist, homophobic, and racist remarks. Discipline will also result from any incidence of bullying and/or causing an unsafe environment for all students to express their individuality. As a staff, we strive to celebrate student differences and refrain from using bigoted language and modeling prejudice. Students who experience prejudice or bullying at any level should feel comfortable reporting to any TRCS staff member. Disciplinary action will follow against the perpetrator(s).

### **Sexual Harassment**

Sexual harassment is defined as unwanted, repeated, or pervasive comments, gestures, or physical contacts of a sexual nature. Sexual harassment can occur in situations where one person has power over another, but it can also occur between peers. Examples of sexual harassment could include:

#### *Verbal comments, such as:*

- Suggestive or offensive comments of a sexual or erotic nature
- Humor and jokes about sex, gender-specific traits, or sexual orientation
- Suggestive or sexist remarks about someone's body, clothing, or sexual activities
- Insults of a sexual nature
- Requests or demands of a sexual nature
- Suggestive whistling, cat-calls, and swearing

#### *Nonverbal actions, such as:*

- Sexually suggestive sounds or gestures
- Visual displays of degrading sexual images
- Miming or acting suggestively

#### *Physical conduct, such as:*

- Unnecessary and unwanted physical contact (for example, touching, brushing, pinching)
- Impeding or blocking movement, or holding someone against their will
- Attempted or actual unwanted fondling or kissing
- Physical assault as part of sexual contact
- Coerced sexual acts

### **Freedom from Sexual Discrimination**

It is important to remember that, regardless of sexual preference or orientation, everyone has the right to be in an environment free of discrimination and harassment. Whatever your views of homosexuality may be, no one is allowed to humiliate, threaten, or hurt anyone else at TRCS, whether they are gay or not. Asking someone about their sexual orientation, especially in a mocking or negative

way, is embarrassing, rude, and inappropriate. Name-calling and discriminatory actions will not be tolerated. All of these kinds of incidents are considered harassment.

### **What to do if you are Harassed**

#### **SAY “NO.”**

Speak clearly and firmly, and be definite. Tell the harasser that his or her actions are unwanted and you want them stopped.

#### **TALK TO OTHERS.**

Please report any incidents of harassment to a trusted teacher or administrator. We know it is embarrassing, but you will be taken seriously. Confidentiality will be maintained whenever possible in order to protect the rights of both the accuser and the accused. Staff have a responsibility to advise the administration.

#### **KEEP A RECORD.**

Keep track of dates, times, places, and statements. If there were witnesses, keep a record of their identity. This information can be used to support a complaint.

#### **FILE A COMPLAINT.**

You may file a formal or informal complaint to the principal of the Twin Rivers Charter School. Immediate action will be taken. If you feel unsafe around someone in the school, you will be protected. Crew assignments may be changed, parents may be notified, the harasser may be removed from the school, and legal action may be taken. Your safety is very important, and your complaint will not be ignored.

### **False Reports & Misunderstandings**

False reports of harassment are extremely serious, as they can destroy a person's reputation and career. Anyone who deliberately lies about harassment, even if they think it is just a joke, will receive severe consequences, up to dismissal from the school.

Sometimes incidents are misunderstandings and can easily be corrected with clear communication. Often mediation by a third party is required. Confidentiality must be respected in these situations. Disciplinary action may not be required.

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## **SPIKE Student Relationship Policy**

SPIKE camping trips are immersive outdoor learning experiences that build community, resilience, and real-world skills. To ensure the emotional and physical safety of all students—and to protect the professional responsibilities of faculty—this policy outlines clear expectations regarding student relationships during overnight trips.

This policy is not about judgment. It is about maintaining safe, distraction-free environments, and reducing risk for all parties involved.

### **Core Principle**

## **There are no romantic relationships on SPIKE.**

All romantic behavior—including handholding, cuddling, kissing, or exclusive pairings—is to be paused for the duration of the trip. Students are expected to participate in SPIKE as part of a collaborative team, not as a couple.

### **General Expectations for All Students**

These apply to everyone, regardless of known or suspected relationships:

- **Group Size for Leaving Camp:** Students must get permission from their team lead and may only leave the main camp area in groups of three or more.
- **Physical Boundaries:** Physical displays of affection are not appropriate at any time.
- **White Walls & Lights Out:**
  - Students may not enter anyone else's White Wall tent under any circumstances.
  - After lights out, students must remain in their assigned tent until morning.

### **When a Relationship is Known or Reasonably Suspected**

Faculty are not expected to track relationships, investigate rumors, or define what counts as dating. However, if staff reasonably believe that two students are or have been romantically involved within the past six months, or observe behavior indicating a relationship dynamic, the following additional safeguards apply:

#### **Relationship Safeguards**

- Students in a known or suspected relationship may not be in the same group of three when leaving camp.
- Faculty may assign separate hiking or work groups as needed.
- Students may not sit, rest, or linger in private or secluded areas together.
- Students should maintain an arm's length distance during all group time, mealtime, or downtime.

### **Two-Tiered Intervention Structure**

Tier 1: Clarification Meeting

If a student violates any part of this policy for the first time, the assumption will be that they are:

- Unclear about the policy
- Unaware that their behavior was inappropriate.

Faculty will:

1. Pull the students aside privately
2. Clarify the policy and expectations again in detail
3. Document the meeting and who was present

At the end of the meeting, students will be asked directly:

**“Do you understand and agree to follow these expectations for the remainder of SPIKE?”**

If they agree, they will be given the opportunity to continue participating under increased observation.

## Tier 2: Immediate Extraction

Students will be sent home immediately if any of the following occur:

- They are found inside one another’s tent (White Wall) at any time
- They are together outside of their tents after lights out
- They are observed engaging in romantic physical activity
- After a clarification meeting, they continue to violate boundaries, or refuse to agree to follow expectations

Students may also be sent home if the behavior presents a pattern of disregard for supervision, safety, or community norms.

Extraction is not a punishment—it is a necessary boundary to ensure the integrity of the trip and protect all parties involved.

## Faculty Guidance

- If you suspect or are aware of a relationship, you may implement safeguards without needing confirmation or confession from students.
- Faculty are not required to argue about whether students are in a relationship.
- Document all meetings, observations, and decisions using the school's incident log.
- Maintain discretion and professionalism. Never discuss which students are under safeguards with other students or outside the faculty team.

## Why This Policy Exists

- SPIKE is a **learning environment**, not a social retreat.
- Romantic distractions, boundary violations, or sexual conduct among students jeopardize student safety and faculty careers.
- The policy is in place to:
  - Protect students from uncomfortable or risky situations
  - Create clarity and consistency for all trip leaders
  - Shield staff from legal or professional liability

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## SCHOOL SAFETY

The nature of the TRCS field program requires that safety is of utmost importance. Therefore, during work projects or service-learning projects on Field Education, every student has the responsibility to:

- Use tools carefully, for the purposes they are intended to be used, and in the way you are instructed to use them. Tools could cause serious injury if misused or neglected.
- Pay attention to staff members and instructors. They must know where you are and how you are doing at all times in the field. Never go out of sight without permission.
- Report injuries or illness immediately.
- Follow correct procedures for lifting heavy objects and bending, in order to protect your back.
- Watch out for your team members. We're working together, care about each other.

- Never go into the field under the influence of drugs or alcohol.
- Make sure that you have had enough sleep and enough to eat on field days.
- Outbursts of emotion such as anger, frustration or sadness must be kept under control until you return to a safer environment to vent your feelings in an appropriate manner.
- Never throw a tool.

These responsibilities are especially important because there are potential risks in the field. You may be working in a location that is far from medical help. Students will be working in all weather conditions, including rain, wind, hot sun, and fog. The ground may be slippery or muddy, with logs, rocks, or debris around. Students may be on steep hillsides. There may be poison oak, blackberry, yellow jackets, or other noxious plants and animals in the area. You may need to work in awkward positions, lift heavy objects, or bend repeatedly.

In the field, all team members will participate in a daily safety circle before starting work projects. This meeting will address specific safety issues and concerns related to the project. Everyone must take safety seriously. It is not a joke. **A student that jeopardizes his/her own safety or the safety of the group will not be tolerated at any time and is grounds for dismissal from the program.**

The Twin Rivers Charter School is carefully prepared for a safe and healthy program, but accidents do happen. All Twin Rivers Charter School staff members are trained and certified in First Aid, and First Aid kits are kept in buses and in every classroom. All field staff are also certified in Wilderness First Aid. Students should report any accident to a staff member immediately, even if it seems minor. If a student has physical limitations or special medical conditions such as asthma, seizure disorder, allergy to bee stings, etc., the parent/ guardian must note them on the Medical History form. In addition, it is the student's responsibility to inform a staff member of any and all limiting conditions. Injuries and sickness are the financial responsibility of the student and/ or parents or guardian.

## **GENERAL PROGRAM CONSIDERATIONS**

### **Transportation to School**

Many students use Lane Transit District (LTD) buses to get to school. Information on the bus lines serving Twin Rivers Charter School can be found at LTD's website at [www.ltd.org](http://www.ltd.org), in their Rider's Digest, or by phoning them at 1-800-735-2900. Bus passes are available to students directly from the school. Students who drive to school are expected to abide by the Student Driver Policy. Skateboards and Bicycles that are used to get to school MUST be kept in a locker or secured while classes are scheduled and during breaks. At lunch and after school they may be ridden off campus for transportation purposes only. Skateboards/Bikes used during class/break time or on TRCS property will be confiscated.

### **Students Leaving the School Day Early**

Visitors to TRCS must check in with a staff member. The main school entrance is through the double doors located at the southern end of the school. Any student leaving school early must check in with the principal or community school coordinator. Students

without a written note from a parent/guardian to leave early must have a parent/guardian contact the school before leaving campus.

### **Snacks and Lunches**

Lunch *is* available for students for no charge from the culinary arts class. Sandwiches or snacks are available to students during Field Education weeks; if the student does not want to eat what is provided, it is advised that the students bring their own lunches for these days. Food is always provided on overnight activities.

### **Closed Campus**

TRCS has a closed campus during the lunch hour. Students are expected to remain on campus or within staff supervision during the lunch break.

### **Parent/Guardian Involvement**

The Twin Rivers Charter School invites and encourages parent/ guardian involvement. Parent/ guardian involvement in a teen's education is critical for success. For the success of the students and the school, it is important for parents and school staff to stay in close contact and work as partners. A school open house or parent-student-teacher conferences will be scheduled once each semester. Additional conferences are encouraged and may be scheduled with the Principal or teachers upon request at any time throughout the school year. Parents can contact the Principal if they are interested in observing classes or volunteering at the school.

### **Lockers**

Every TRCS student is issued a locker the first week of classes. We encourage students to get in the habit of using lockers to secure belongings and as a way to stay organized for the school day. Leaving gear or personal belongings outside of lockers is a good way to lose it. Students should not use other people's lockers or gear, and should not tell others their locker combinations. The school Principal has the list of combinations if you forget yours. Lockers are the property of TRCS and we reserve the right to inspect them. Illegal items such as weapons, stolen property, drugs or alcohol will be confiscated and students will face disciplinary consequences. TRCS is not responsible for loss of valuables, personal possessions, or other items stored in lockers.

## **RECEIPT OF STUDENT HANDBOOK ACKNOWLEDGEMENT FORM**

**Please sign and return this page. Thank you.**

I have received a copy of the Twin Rivers Charter School Student Handbook. My parent/guardian and I have reviewed it and have signed below. We understand the expectations of the school community and what is required to be successful at the Twin Rivers Charter School (TRCS). We also know that we may talk to school personnel or visit at any time if we have questions regarding this handbook or any other issues.

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Student Name (please print)

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Student Signature

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Date

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Parent/Guardian Signature

---

Date

**PLEASE RETURN STUDENT AND PARENT SIGNATURE PAGE SIGNED BY SEPT 15TH  
2024**



## APPENDIX A: REQUIRED SUPPLIES AND EQUIPMENT

### Classroom Supplies

For classes, students will be provided with necessary supplies to be successful in the classroom. However, if students lose an item, they will be expected to replace it. We supply textbooks and software.

### Field Gear

If you have difficulty providing any of these items, let a staff member know. We'll find a way to help you get the gear you need. **Write your name in everything that is yours.** Use your lockers! Our "lost and found" gets gargantuan! If you lose or damage TRCS property you will be expected to pay to replace it. If you show up for field studies without the required gear, you'll be sent home and considered absent for the day. (Students can sometimes borrow used gear from TRCS.) Boots and work shirts may be purchased from the school at a reasonable cost. Hard hats, rain gear, tools and safety equipment will be provided.

#### Required gear for work projects:

- 8" High leather work boots
- Long-sleeved, collared, button down, blue work shirt
- Sturdy jeans or work pants (no large holes or tears)
- Leather work gloves
- A warm jacket
- **Sack lunch (if a student chooses to bring a lunch)**
- Hard Hat- provided by TRCS
- Rain Gear- provided by TRCS (student can provide their own if desired)
- Additional safety gear as needed- provided by TRCS

#### Required gear for Field Education:

- Close toed hiking/walking shoes
- Season appropriate outdoor wear
- Field Journal
- Pen and pencil
- **Sack lunch (if a student chooses to bring their own)**
- Rain Gear- provided by TRCS (student can provide their own if desired)
- Additional safety gear as needed- provided by TRCS

## APPENDIX B: MISSING SCHOOL

### Absences

If a student must be absent due to illness, the school must be notified by 9:00 am that morning. The number to call or text is **541-654-4716**. A **parent** or **guardian** must call if the absence is to be excused. If the school does not receive a call about a student's absence, we will call a parent or guardian at work or at home to notify them of the absence. TRCS strives to ensure that our students are able to fully experience the educational experience offered. Students missing school for any reason will make up missed work in a supportive environment directed by staff. Students are expected to demonstrate the initiative to ask teachers for missed work.

### Pre-Arranged Absences

Students may pre-arrange an absence with TRCS staff if they know that they will be missing class. In order to pre-arrange an absence, students must notify teachers and staff **at least three days** prior to missing scheduled course work. Pre-arranging an absence will help students stay on top of coursework and avoid penalties due to unexcused absences. Acceptable reasons for pre-arranging an absence are: medical/counseling appointments, court ordered appearances, funerals, and family emergencies. Other reasons may be considered after a meeting with the principal. *Students missing field days will be unable to make up the missed work.*

### Early Departure from the School Day

If a student becomes ill or must leave school for some other legitimate reason, the staff will attempt to contact and inform a parent or guardian. If a parent or guardian cannot be reached, and the staff feels the student should be allowed to leave, the student may be given a ride to the bus stop. Parents may call in later to confirm that the absence is excused. Students that leave school without permission will result in an unexcused absence. If a student is being picked up by a parent or guardian, the parent or guardian must check in with a staff member.

## APPENDIX C: STUDENT REFERRAL FORM

**STUDENT:** \_\_\_\_\_ **DATE:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**REFERRING ADULT:** \_\_\_\_\_ **TIME OF INCIDENT** \_\_\_\_\_

<b>INFRACTION: Behavior Prompting Referral</b>			
Action	<b>Level 1:</b> Minor infractions in student performance should be handled within the PRIDE grading rubric and be brought to the attention of the student by the instructor.	<b>Level 2:</b> <input type="checkbox"/> Repeated Disruptive behavior <input type="checkbox"/> Swearing at someone <input type="checkbox"/> Using Personal Electronics during class without permission <input type="checkbox"/> Littering on school activity <input type="checkbox"/> Representing TRCS poorly <input type="checkbox"/> Disrupting the Class environment <input type="checkbox"/> Asked to leave a classroom <input type="checkbox"/> Leaving a class by choice	<b>Level 3:</b> <input type="checkbox"/> Insubordinate on work site or field site <input type="checkbox"/> Provoking peers <input type="checkbox"/> Destruction of property <input type="checkbox"/> Throwing things at work site, in public, or on a trip <input type="checkbox"/> Stealing <input type="checkbox"/> Walking off during TRCS activity <input type="checkbox"/> Using controlled substance before or during school activity

<b>Description of the behavior:</b>          <b>Staff input on consequence:</b>	<b>Other people involved: Staff and students</b>          
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<b>Consequences Level 1: Minor infractions should be taken care of within the classroom and the grading point system (PRIDE)</b>  The Positive Behavior Support System, PRIDE, has been developed to give the instructor more latitude of the minor concerns that student's present during class. The system is set up so that students can receive timely feedback as to how their actions are affecting their grade and performance. All instructors should be comfortable with giving this honest assessment of student performance in a seamless manner during classes. Documenting these minor concerns is not necessary until they become repeated offenses that are affecting both that student and others.	<b>Consequences Level 2 as decided by the Principal</b>  <input type="checkbox"/> Communication with parents <input type="checkbox"/> Community service time Mia culpa (min. 5 paragraphs) Additional:	<b>Consequences Level 3 as decided by the Principal</b>  <input type="checkbox"/> Mandatory meeting with teachers and parents <input type="checkbox"/> Community service time Mia culpa (min. 5 paragraphs) Off site sources for corrective behavior  Additional: _____
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**Staff signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX D: MEA CULPA WRITING GUIDE

As you complete your mea culpa, follow the checklist in order to cover all of the required information. *Check them off as you write your mea culpa.*

### Paragraph 1:

- **Setting:** Give a date, time and description of the place. Where were you? *Describe* it—how many students, what was the activity assigned, were there any off-task behaviors happening?
- **Characters:** Who was there? List students and staff who were present. How was each person involved in the incident behaving?
- **Event:** Describe what happened *before, during* and *after* the incident in detail.

### Paragraph 2:

- How did your reported behavior affect others—students AND staff—involved in the incident?
- How did your reported behavior affect the *entire* class? Were others disrupted, angry, or uncomfortable? Did the teacher have to stop the class for a while to address the incident?
- How did your reported behavior affect all of TRCS? Will it affect privileges for the rest of the school?

### Paragraph 3:

- List at least 2 other ways to respond to the same situation.
- Describe actions that you will take in the future to prevent this from happening again.
- Describe at least two steps you will take to repair the trust or relationship that has been damaged.

