



Twin Rivers Charter School

2026–27 Student Handbook

A School of Care, Connection, Creativity, and Conservation

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SCHOOL VISION

Twin Rivers is a school community dedicated to equity and environmental sustainability. We challenge, support, and 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, Creativity, and Conservation.

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 places 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 fewer, 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 8th, 9th, 10th, 11th, and 12th grades; our crews are often made up of students from various grade levels.

Monday Schedule

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

Tuesday–Friday Schedule

Time	Tuesday	Wednesday	Thursday	Friday
8:40–9:00	Community Meeting	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom
1st Period 9:00–10:15	Project Unit Class	Project Unit Class	Project Unit Class	Project Unit Class

Time	Tuesday	Wednesday	Thursday	Friday
2nd Period 10:20–11:20	Project Unit Classes	Project Unit Classes	Project Unit Classes	Project Unit Classes
3rd Period 11:25–12:15	Electives	Electives	Electives	Electives
Lunch 12:15–1:00				
4th Period 1:00–2:00	Core Classes	Core Classes	Core Classes	Core Classes
5th Period 2:05–3:05	Core Classes	Core Classes	Core Classes	Core Classes
6th Period 3:10–4:00	Electives	Electives	Electives	Electives

ACADEMIC REQUIREMENTS FOR GRADUATION

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

Content Area	Credits Required
Language Arts	4
Math (Algebra 1 and above)	3
Personal Finance	0.5
Science	3
Social Studies	2.5
Social Studies Civics	0.5
Health	1
Physical Education	1
Fine Arts (The TRCS field and spike component fulfill this requirement)	3
Higher Ed/Career Path Skills	0.5
Electives	5
TOTAL	24

EVALUATION OF CLASSROOM AND 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 is 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 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 species 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 Applied Fine Arts (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 (a C or higher).

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

Field Service Grading Rubric

Category	Score: 1	Score: 3	Score: 5
Preparedness	Not dressed for service Not ready when getting on the bus Not aware of tools or environment No water bottle Doesn't return borrowed clothes/boots	Has some necessary gear (e.g., work shirt but no boots) Dressed for service but not for the weather Returns gear dirty or leaves it around the school	Properly dressed with all necessary gear and a good attitude Aware of the environment and ready for the day Has water bottle
Safety	Actively using tools in an unsafe manner Unaware of others' bodies Wandering off site without communication Not following site rules Refuses to wear rain/weather gear	Proper use of PPE but making crew members unsafe Not behaving toward tools per NYC training Following most rules Needing many reminders to be safe	No safety reminders needed Follows all site and NYC rules for tool/PPE use Good communication about whereabouts Demonstrates care for self and others

Category	Score: 1	Score: 3	Score: 5
Participation & Motivation	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 Shows minimum effort Slow to respond to feedback Communicates at minimum levels	Completes all tasks Responds well to feedback Participates fully in all elements of the day Positive, solution-oriented attitude Professional and respectful Advocates for self and crew

26–27 Field Schedule

Red Crew			
Service Day 1 (CTE)	Education Day	Service Day 2 (CTE)	Rec Day
12/01	12/08	12/15	01/05
01/12	01/19	01/26	
02/09	02/16	02/23	03/02
03/09	03/16	03/30	04/06

Orange Crew			
Service Day 1 (CTE)	Education Day	Service Day 2 (CTE)	Rec Day
12/02	12/08	12/16	01/06
01/13	01/20	01/27	
02/10	02/17	02/24	03/03
03/10	03/17	03/31	04/07

Yellow Crew			
Service Day 1 (CTE)	Education Day	Service Day 2 (CTE)	Rec Day
12/03	12/09	12/17	01/07
01/14	01/21	01/28	
02/11	02/18	02/25	03/04
03/11	03/18	04/01	04/08

Blue Crew			
Service Day 1 (CTE)	Education Day	Service Day 2 (CTE)	Rec Day
12/04	12/11	-	01/08
01/15	01/22	01/29	
02/12	02/19	02/26	03/05
03/12	03/19	04/02	04/09

STUDENT RIGHTS, EXPECTATIONS, AND 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

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.

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. Your thoughts and ideas count!

- Learn how to use tools, complete outdoor work projects, and develop workplace skills.

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 expectations:

- 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 student who 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 their grade.

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

Academic Expectations

Genuine learning and academic success depend 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 or tobacco, and phrases or images depicting insults, sexual acts, harassment, or discrimination based on religion, ethnicity, gender, sexual orientation, etc. Gang-related clothing and 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. On other field education days, students must be prepared to be outside regardless of the weather. Keep shirts tucked in unless otherwise instructed by staff. Hoop earrings, dangling necklaces, and other loose jewelry 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 young people 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 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 toward others reflects poorly on you and brings down the reputation of the school. Be proud of yourself and your school.

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: This 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 the school day. At the beginning of 1st period, students must place phones in a designated classroom cabinet, or leave them at home. If a student states that they have left their phone at home, we request parent cooperation in reinforcing that phones are indeed at home. Phones will be returned after the student's last period of the day.

Enforcement: If a phone is visible during restricted times, it will be taken. First offense — confiscation until the end of day. Second offense — parent or guardian will be required to pick up the student's phone from the office. Repeated misuse results in a parent/guardian meeting and a compliance plan.

Cell Phones on Field Days & SPIKE Trips: Students must turn in devices before departure; they are stored securely and returned afterward. Headphones are prohibited during service work for safety reasons.

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

Expectations for Computer Usage

The Twin Rivers Charter School has Computer on Wheels (CoW) units available for student use. Computers are used for research and for completing school assignments. Students are welcome to use computers for personal use during specified and supervised times throughout the day, including 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 study 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 student 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. 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 admitted to Twin Rivers Charter School, that they will strive to meet the expectations and responsibilities of the community to the best of their ability. 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. Consequences may include one or more of the following:

- Referral to speak with the Vice Principal
- Students write about their actions, how they could have reacted differently, and how they will work to improve behavior
- 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. Reasons for exclusion 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 at any time
5. Tobacco use during school 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. The following are details on serious offenses and corresponding consequences.

Violence, Aggression, and 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. 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 are not permitted at school outside of field days and SPIKE trips, and a knife brought on any other day will be confiscated and returned to a parent or guardian. On field days and SPIKE trips, students may carry a folding knife with a blade under three inches; fixed blades and blades of three inches or longer are never allowed. Carrying a knife is a privilege, not a right. If a crew lead sees a knife handled carelessly or unsafely, that knife may be confiscated on the spot and the student may lose the privilege of carrying one on future outings. Possession alone is not a disciplinary matter, but using a knife to threaten another person, refusing to surrender a knife, or using a knife to deface school property will result in disciplinary action up to and including dismissal.

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 and the police will be notified. 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, their bags, backpacks, purses, or pockets will be searched by the school principal or another staff member. 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. If a controlled substance is found, the police may be called. 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, they will try to confirm their suspicion based on two or more indicators, including:

smell of alcohol or drugs; bloodshot, dilated, or unfocused eyes; altered behavior or speech; mental or emotional indicators such as memory loss, lack of motivation, or euphoria; fainting or nausea; reports from other students; or a student's own admission.

A parent or guardian will be informed and asked to come and get the student. The student will be suspended until a conference is scheduled involving parents, the student, and the Principal and/or the Vice Principal. Consequences may include a behavior contract, loss of off-campus time, further suspension, or dismissal.

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. In the field, defiance and disrespect to staff members can be a safety concern. Serious violations will result in the student being removed from the field.

Academic Dishonesty

The Twin Rivers Charter School expects all students to be responsible for their own learning. Academic dishonesty includes:

- 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 and presenting it as original work (no citation)

Consequences for academic dishonesty include loss of credit for the assignment, a 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 TRCS — not on the grounds, in the buildings, in the buses, on field sites, or during SPIKE. Consequences vary from loss of privileges to dismissal. 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 will separately address students who continue inappropriate behavior. Discipline procedures will be implemented if necessary.

Poor Attendance

Being present at school is important to academic success! Attendance contracts are given to students whose attendance falls below 85% — 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.

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

- **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:

- 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 or unaware that their behavior was inappropriate. Faculty will pull the students aside privately, clarify the policy and expectations in detail, and document 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 follow expectations

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

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, or any incidence of bullying. Students who experience prejudice or bullying at any level should feel comfortable reporting to any TRCS staff member.

Sexual Harassment

Sexual harassment is defined as unwanted, repeated, or pervasive comments, gestures, or physical contacts of a sexual nature. Examples include:

Verbal:

- Suggestive or offensive comments of a sexual or erotic nature
- Humor and jokes about sex, gender-specific traits, or sexual orientation
- Insults, requests, or demands of a sexual nature
- Suggestive whistling, cat-calls, and swearing

Nonverbal:

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

Physical:

- Unnecessary and unwanted physical contact
- Impeding or blocking movement, or holding someone against their will
- Attempted or actual unwanted fondling or kissing
- Coerced sexual acts

Regardless of sexual preference or orientation, everyone has the right to be in an environment free of discrimination and harassment. Asking someone about their sexual orientation, especially in a mocking or negative way, is inappropriate. Name-calling and discriminatory actions will not be tolerated.

What to Do if You Are Harassed

Say "No." Speak clearly and firmly. Tell the harasser that their actions are unwanted and you want them stopped.

Talk to Others. Please report any incidents of harassment to a trusted teacher or administrator. You will be taken seriously. Confidentiality will be maintained whenever possible.

Keep a Record. Keep track of dates, times, places, and statements. If there were witnesses, keep a record of their identity.

File a Complaint. You may file a formal or informal complaint with the principal. Immediate action will be taken. Your safety is very important, and your complaint will not be ignored.

False Reports and Misunderstandings

False reports of harassment are extremely serious, as they can destroy a person's reputation and career. Anyone who deliberately lies about harassment will receive severe consequences, up to dismissal from the school. Sometimes incidents are misunderstandings and can easily be corrected with clear communication. Mediation by a third party may be required.

SCHOOL SAFETY

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

- Use tools carefully, for the purposes they are intended, and in the way you are instructed. 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.
- Keep outbursts of emotion under control until you return to a safer environment.
- Never throw a tool.

In the field, all team members will participate in a daily safety circle before starting work projects. Everyone must take safety seriously. A student who jeopardizes their own safety or the safety of the group will not be tolerated at any time and it is grounds for dismissal from the program.

All TRCS staff members are trained and certified in First Aid. 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, or allergy to bee stings, the parent/guardian must note them on the Medical History form. 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 bus lines serving Twin Rivers Charter School can be found at www.ltd.org or by calling 1-800-735-2900. Bus passes are available to students directly from the school. Skateboards and bicycles must be kept in a locker or secured while classes are scheduled and during breaks.

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 must have a parent/guardian contact the school before leaving campus.

Snacks and Lunches

Lunch is available for students at no charge from the culinary arts class. Sandwiches or snacks are available during Field Education weeks; if a student does not want to eat what is provided, it is advised that they bring their own lunch. 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. A school open house or parent-student-teacher conferences will be scheduled once each semester. Additional conferences may be scheduled with the Principal or teachers upon request. 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. Students should not share 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. TRCS is not responsible for loss of valuables or other items stored in lockers.

APPENDIX A: REQUIRED SUPPLIES AND EQUIPMENT

Classroom Supplies

For classes, students will be provided with the 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. Write your name in everything that is yours. Use your lockers! 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. 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 one)
- Hard hat — provided by TRCS
- Rain gear — provided by TRCS (student may provide their own if desired)
- Additional safety gear as needed — provided by TRCS

Required gear for Field Education days:

- Closed-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 may 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. 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.

Pre-Arranged Absences

Students may pre-arrange an absence with TRCS staff if they know that they will be missing class. Students must notify teachers and staff at least three days prior to missing scheduled course work. 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. Students who leave school without permission will receive 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:** _____

INFRACTION — Behavior Prompting Referral

Level 1 Minor infractions should be handled within the PRIDE grading rubric and brought to the attention of the student by the instructor.	Level 2 ☐ Repeated disruptive behavior ☐ Swearing at someone ☐ Using personal electronics without permission ☐ Littering on school activity ☐ Representing TRCS poorly ☐ Disrupting the class environment ☐ Asked to leave a classroom ☐ Leaving a class by choice	Level 3 ☐ Insubordinate on work site or field site ☐ Provoking peers ☐ Destruction of property ☐ Throwing things at work/public site or on a trip ☐ Stealing ☐ Walking off during TRCS activity ☐ Using controlled substance before/during school activity
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Description of the behavior:

Staff input on consequence:

Other people involved (staff and students):

Consequences: Level 1 Minor infractions are taken care of within the classroom and the PRIDE grading point system. The Positive Behavior Support System (PRIDE) gives the instructor latitude to address minor concerns in a timely, seamless manner. Documenting these concerns is not necessary until they become repeated offenses affecting others.	Consequences: Level 2 ☐ Communication with parents ☐ Community service time ☐ Mea culpa (min. 5 paragraphs) Additional: _____	Consequences: Level 3 ☐ Mandatory meeting with teachers and parents ☐ Community service time ☐ Mea culpa (min. 5 paragraphs) ☐ Off-site corrective resources 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 below to cover all of the required information.

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 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.

ACKNOWLEDGEMENT FORM

Please sign and return this page.

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.

Student Name (please print)

Student Signature

Date

Parent/Guardian Signature

Date

Please return this signed page by September 15th, 2026).