

Rocky Point Charter School

Student and Parent Handbook



2008-2009 School Year

3500 Tamarack Drive
Redding, California 96003

(530) 225-0456

www.rockypointcharter.com

Mission

The mission of Rocky Point Charter School (RPCS) is to equip K-8 students with the ability to read, write, speak and calculate with clarity and precision and the ability to participate passionately and ethically in the life of the community. RPCS will encourage students to become self-motivated, lifelong learners by educating the whole child and providing a standards-based, hands-on educational experience emphasizing high expectations, learning by doing, character growth, teamwork and literacy.

Guiding Principles

The Importance of Self-Discovery: Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students discover they can do more than they think they can.

The Creation of Wonderful Ideas: Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

The Responsibility for Learning: Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

Success and Failure: All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Collaboration and Competition: Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other but with their own personal best and with rigorous standards of excellence.

Diversity and Inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

The Natural World: A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

Solitude and Reflection: Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with others.

Service and Compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service to others.

Core Practices:

Learning Expeditions: These challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting character development and fostering a service ethic.

Active Pedagogy: In Expeditionary Learning schools, teachers use active pedagogy (teaching and learning) to help students become active and collaborative learners; to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.

School Culture and Character: Expeditionary Learning builds shared beliefs, traditions, and rituals in order to create a school culture that is characterized by a climate of physical and emotional safety, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.

Leadership and School Improvement: Leaders in Expeditionary Learning schools create a professional community that focuses on curriculum and instruction as the primary vehicles for improving student achievement and school culture.

School Structures: Expeditionary Learning schools use longer and more flexible schedule blocks, common planning time, heterogeneous groupings, and/or looping to ensure student success.

Student Service Learning Requirements

Service Learning is a method of teaching and learning that integrates practical life experience with service to the community. Rather than presenting information to students in the isolated environment of a classroom, students see and experience the practical application of knowledge they have gained. While service learning strives to reinforce classroom academics, it also provides opportunities for character building and personal growth. Working within the community can teach students more about the diverse world in which we live, help them develop compassion and understanding, and provide a sense of civic responsibility.

Students nine years of age and older are expected to volunteer 20 hours of independent service learning per school year to community groups or agencies (outside of school projects). This service learning can include any volunteer activity in our community that results in making a positive impact on others. Primarily, these activities will be outside of the classroom, but initially they may be an extension of a classroom assignment, especially with younger students. Some examples include, but are not limited to:

- Students combined a science lesson (growing marigolds) with art (decorating pots) to produce unique gifts for senior citizens in a home adjacent to their elementary school. The students presented the gifts individually to the residents of the home.
- Students developed booklets containing activities they had done in their first year of school and felt that preschool children would like to hear about. The kindergarten children read the booklets that they had produced to preschool children so that the preschool children could better understand what kindergarten was really like.
- Students established a Kids for Saving the Earth Club. This came about as a result of the environmental studies portion of the academic curriculum. Kids wrote letters to children who lived in a rain forest. They started a recycling program in the school and petitioned the local council to make recycling mandatory in their community.

Parent Volunteers

RPCS believes that parental involvement is the cornerstone of creating a positive educational experience for our students. Therefore, parents/guardians or adult family members of each student's family are expected to volunteer at least two hours each month per household (20 hours per year) at RPCS or school functions. There will be many opportunities for parents to get involved in their student's school experience throughout the school year. Some examples include, by are not limited to: serving on committees, sharing expertise in specific areas of need, assisting in classrooms, providing transportation for expeditions, and fundraising.

Adventure Challenge

Adventure activities are coordinated across all grades from Kindergarten through 8th grade. They become progressively more challenging, building upon the previous years' experiences. In addition, activities are consistent by grade level. After each adventure, students have opportunities to reflect on their experiences, observations, and interaction with the natural world. Service projects and achievement standards may be incorporated into some activities. Throughout the program, outdoor safety and etiquette are emphasized. Etiquette for kindergartners includes leaving a place better than they found it, quiet voices, respect for wildlife/habitat, staying with the group, etc. This ongoing theme becomes more complex, culminating with the 8th grade.

The adventure program is an important part of our curriculum. Through adventure, our students reach personal goals, build confidence, learn how to work as a team, and become more flexible learners and leaders. Although signed permission slips are often required for the specific activities, it is our expectation that all students will participate in all adventure activities with their crew. Because of the amount of time and planning necessary to provide the adventure program activities, alternative arrangements will not be made for students who choose not to participate in an activity or do not have a signed permission slip.

The Student Day

Kindergarten students will be in session from 8:00 a.m. to 2:00 p.m. Students in first through eighth grade will be in session from 8:00 a.m. to 3:00 p.m. Students will be provided with a 40 minute lunch period. The school doors will open at 7:30 a.m. and student supervision will begin at that time.

Safe School Policy – Drop off and pickup

In order to maintain a safe and orderly learning environment for the students of RPCS, parents are expected to check in at the office and display a RPCS visitors pass whenever on campus. In order to maintain a safe routine for student pick up and drop off, drivers should enter the Rocky Point parking lot from the north driveway and exit through the west driveway. Students should be dropped off at the entrance to the school. If you plan to stay on campus or walk your child to their classroom, please park in the designated parking areas. Parking in the designated parking areas ensures that traffic will continue to flow smoothly and safely in the drive way. Students who arrive late to school or leave before the end of the school day must register in the office. Only a responsible adult listed on the emergency card may sign their student out of school.

Emergency Cards

These cards must be returned to the school office in order for students to receive their schedule. Any change of address, phone number or other pertinent information, should be communicated to the school office immediately. Students will be released only to persons listed on the emergency card.

Attendance Information

It is the policy of RPCS that students attend school each day and arrive on time. Students that attend school regularly benefit from the structure and regularity of the instructional program. Excessive absences and tardies are detrimental to any student's academic progress. There is no adequate way for students to recover missed lessons, class discussion, and expeditions. If absences and/or tardies become excessive, a parent meeting will be held to discuss the problem and to identify potential solutions.

Five days of unexcused or a total of ten absences is considered grounds to return the student to their district of residence.

The following are considered to be valid excuses for absences:

1. Personal illness or illness in the family.
2. Death in the family.
3. Appointment with doctor or dentist.
4. Religious holidays.

Excused absences should be called in to the school office phone **(225-0456)** on or before 8:30 a.m. on the morning of the day the student is to be absent. Calls will only be accepted from parents/guardians or designated caregivers.

Tardiness

A student is tardy if they are not seated in their class by the tardy bell. Detention will be assigned to students in grades fourth through eighth who have three or more tardies. Excessive tardies may result in more severe consequences up to and including dismissal.

Student Illness

If a student becomes ill during the day, they will be escorted to the school office. When necessary, the office will call a parent and make arrangements for the student to be taken home. Your student's safety is very important to us, therefore, students should **never** leave the school without notifying the office.

Homework Guidelines for Absent Students

I. Guidelines for pre-arranged absences:

A student may request a prearranged absence from school when parents deem it necessary for the student to be out of school.

- a. Bring a note from home to request a pre-arranged absence. All notes must be turned into the office.
- b. Get all assigned work from the teachers. Please provide 24 hours advance notice to allow adequate time to prepare the materials.
- c. Turn in all work that was assigned during the absence **on the day of return**.

II. Guidelines for health-related absences:

- a. In the case of a student's absence exceeding two days, it is the responsibility of their parent/guardian to request assignments by calling the school office. Please provide 24-hours advance notice to allow teachers adequate time to prepare the materials.
- b. Make-up work is to be completed within the number of days equal to the number of days absent from school because of illness.

III. Guidelines for school business absences:

- a. Students are responsible for missed assignments.
- b. Arrangements should be made with teachers and/or teams.

Lost and Found

A lost and found is located in the school office for small items and the gym for large items. Lost items which have been found may be turned in to the school office at any time. Those individuals who have lost items should check in the office during free time.

Please be careful with your school materials and personal belongings. If you lose something and it is not found immediately, report the loss to the school office. Make sure your books and other items are marked so that you can verify their ownership. Please be sensitive to the value of items brought to school. The school cannot assume responsibility for their loss.

Food Services

A breakfast and lunch program is available for students. Students may bring their own breakfast and/or lunch and eat in the cafeteria.

It is your responsibility to clean up you own area after you have eaten. For safety reasons, students may not bring any glass bottles or containers to school. State law also prohibits caffeinated drinks on the school campus.

Telephone/Cell Phones

Student may bring cell phones to school if they have completed and returned a Cell Phone Contract (available in the school office) signed by the student and parent. Cell phones are not to be on in classrooms and may only be used during breaks, lunch, and before and after school. Using cell phones at other times will result in loss of the privilege of having a cell phone at school.

Pictures

School pictures will be taken on the transition day in August. These pictures provide our school with an up-to-date picture record of your child for their permanent school records and I.D. cards. Parents may purchase the entire packet offered or any part of it, or return the unwanted package to school. Participation in the school picture program is voluntary. Team and group pictures will be taken throughout the school year. Information will be provided through coaches, sponsors, and the public address system.

Student Council Activities

All Rocky Point students are encouraged to participate in Student Council activities. All student school rules and student code of conduct behavior rules are in effect and will be enforced at Student Council activities as well as other school-sponsored activities.

Bike Rack

Bike racks are provided for our students' convenience. Although we will take reasonable measures to maintain proper security, it must be noted that we cannot assume responsibility for any damage to bicycles that might occur during the course of the school day. Please be reminded that skate boards and in-line skates are not allowed at school.

Student Medication Procedures

Any student who is taking medication of any kind or requires a medical device during the school day must have written parent/guardian permission on file in our school office. All prescription medications must be approved by a physician in order to be dispensed from the school office.

The following guidelines should be adhered to when taking medications:

- Written permission from the student's physician, with name of medication, dosage, time medication is to be taken, diagnosis or reason for student taking medication and side effects to be observed. The written permission and medication are to be given to the school office.

- Written permission must be given by the parent/guardian for the school to give non-prescription medication to a student (over the counter medication that a parent is requesting the student be allowed to take at school)

- Medication must be brought to school in the original container.

Student Dress

Student dress should not be a distraction to the educational program and school-sponsored events. Listed below are basic guidelines to help students dress appropriately for their school setting. Students dressed inappropriately will be required to change into more appropriate attire and immediately return to class.

- a. All clothing should be clean, neat and free from tears and holes.
- b. Shorts and skirts shall be of appropriate length and not designed for swimming, jogging, sunbathing, exercise or other recreational activities. An appropriate length has an inseam length that provides modesty while seated or participating in any activity.
- c. Tops and shirts shall have shoulder straps and cover the mid-section, back and sides of the body. No spaghetti straps, halter tops or tube tops. A tank top may only be worn if the straps completely cover all under garments through a full range of motion (straps usually need to be at least 2 inches wide) and it is form fitting around the arm. All tops must overlap pants or shorts at the bottom. Shirts, hats and other clothing shall not have profane slogans or advertising of illegal substances, refer to beer, tobacco, alcohol, violence, sex, or have double meanings.
- d. Under-garments shall not be worn as outer-garments or be visible. Pajamas or sleep wear may not be worn to school.
- e. Hats and head coverings shall be worn forward, may not be altered and may not be worn in buildings.

- f. Pants or shorts may not sag. All pants, shorts, skirts, etc. must be worn at the waist and overlap with the top. We ask your cooperation to ensure that all clothing be of an appropriate size and style for in-class wear.
- g. No pant or wallet chains
- h. Students wearing distracting decorations on the face or hair will be instructed to remove them.

Due to the rapid changes in styles, it may become necessary at the judgment of the staff to modify the dress code and personal property code in order to promote safety and to eliminate any distractions to the educational process. All changes or additions will be addressed with individuals or through school-wide announcements.

Miscellaneous

- Electronic devices which transmit or receive messages are prohibited.
- CD, cassette players and tape recorders as well as video cameras, are not to be used in school without administrative approval.
- Public displays of affection are not permitted.

School Norms:

At RPCS, we expect all students to participate in the school community in a way that allows themselves and others to learn the best. We have three main “norms” or rules at the school:

- Be Respectful
- Be Responsible
- Be Compassionate and Kind

In addition, we have ten guiding principles that we expect all adults and students to model on a daily basis. They are:

- Respect
- Responsibility
- Compassion
- Persistence
- Integrity
- Curiosity
- Communication
- Collaboration
- Courage
- Reflection

Discipline Philosophy and Procedures

RPCS will maintain a comprehensive set of student discipline policies. The school administration may, pursuant to the school's adopted policies, suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and later dismissed by the school's governing board upon recommendation of the administrator. The policies will conform to applicable federal law regarding students with exceptional needs. Prior to dismissal, students will be accorded due process unless the student's conduct presents an immediate threat to the health or safety of self or others.

Students who become involved in areas of problem behavior will be subject to certain disciplinary actions. Depending on the behavior problem of the student, one or more of the following actions may be taken by the school officials (according to Board policies and State law). The frequency and severity of student behaviors will determine the level of intervention/discipline administered. In all cases, guidelines laid out in Section 48900 of the California Education Code will be followed.

A range of consequences exist and will be determined by the Teacher and/or Director based on the nature and severity of the offense, the age of the student, and the students' previous discipline record:

- Warning
- Loss of a Privilege
- Time Out
- Office Referral
- Detention
- In-School Suspension
- Suspension
- Expulsion

Grounds for Suspension and/or Expulsion

California Ed Code 48900

Students may be suspended or expelled for any of the following acts when it is determined that the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Administrator or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid

substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Made terrorist threats against school officials and/or school property.

Committed sexual harassment.

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A pupil may be suspended or expelled for acts which are enumerated in the section and related to school activity or attendance which occur at any time, including but not limited to, any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During or while going to or coming from, a school sponsored activity

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. When appropriate, less punitive alternatives to suspension or expulsion will first be attempted with students.

Suspension Procedures

Depending on the violation and situation, suspensions may be served in school or at home. **The school will call the contact numbers you have provided to notify you of either an at-home or in-school suspension.** If a child is suspended at home, the parent/guardian will receive a follow-up letter in the mail stating the nature of the violation and the number of days the student is suspended from school. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day.

Upon a student's third suspension in one year, the student will be referred to the Student Success Team. The Student Success Team, made up of the director, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of an Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing

- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based

- A copy of the School's disciplinary rules which relate to the alleged violation

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment

- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate

- The right to inspect and obtain copies of all documents to be used at the hearing

- The opportunity to confront and question all witnesses who testify at the hearing

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

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

- Notice of the specific offense committed by the student.

- Notice of the student's or parent/guardian's obligation to inform any new district or public or private school in which the student seeks to enroll of the student's status.

The Director or designee shall send written notice of the decision to expel to the Student's District of residence and the County Office of Education. This notice shall include the following:

- The student's name

- The specific expellable offense committed by the student.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil from another school district or charter school shall be at the sole discretion of the Board following a meeting with the Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Protocol for Handling Conflicts and Complaints

While parents are encouraged to take their concerns to the staff person most directly involved, they may at times feel uncomfortable doing so. In these cases, parents are encouraged to contact the administration to articulate their concern and move toward a solution. In such cases the procedure will be as follows:

- discussion and identification of concern;
- investigation of concern; and
- within 15 school days the administration shall respond to the parent(s)/guardian(s) regarding the investigation and decision.



**Rocky Point Charter School
Parent/Student Agreement**

RPCS identifies the following admission requirements and parameters.

All students, Regular and Special Education, entering RPCS must be in good standing academically and behaviorally at their previous school. Hereafter all students both Regular and Special Education will be identified as Students. Attendance must meet RPCS’s standards for admission. A student will not be admitted to RPCS with 10 or more absences or 5 unexcused absences.

RPCS will not accept students who have been expelled by a previous district or who are on a suspended expulsion. Students who are waiting for expulsion hearing will not be considered for admittance until the student has been cleared. Students will be considered for admission without regard to ethnicity, national origin, gender or achievement level. Preference will be given to currently enrolled students and their siblings. Students who have had SARB contracts will be expected to complete the terms of their contract before being considered for admittance to RPCS.

Parent(s)/Guardian(s) and student commit to the following:

- To guarantee that the information represented in the application and signed parent contract is accurate. If information is misrepresented student will be subject to dismissal.
- To be in good standing academically and behaviorally in their previous school (Attendance must meet RPCS’s standards).
- To volunteer for a minimum of two (2) hours each month or 20 hours per year per household. Hours may be earned by a parent/guardian or adult family member at the school, working on a designated volunteer project or a school-related function as per the volunteer policy.
- To attend school every day and to be punctual. Five days of unexcused or a total of ten days absence is considered grounds to return the student to their district of residence as per the attendance policy.
- To pursue the student’s service learning project and complete 20 hours per school year (with parent/guardian support).
- To allow for flexibility in scheduling.
- To work to the best of his/her ability.

Attendance at RPCS is a choice. If the student does not meet the above admission requirements and parameters as described in the Parent Student Handbook, it is the parent(s)/guardian(s) responsibility to return them to their district of residence.

I have read, understand and agree with the contents of the RPCS Student/Parent Handbook.

_____	_____
Parent/Guardian	Date
_____	_____
Student (9 years and older)	Date

Parent Copy

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- To guarantee that the information represented in the application and signed parent contract is accurate. If information is misrepresented student will be subject to dismissal.
- To be in good standing academically and behaviorally in their previous school (Attendance must meet RPCS's standards).
- To volunteer for a minimum of two (2) hours each month or 20 hours per year per household. Hours may be earned by a parent/guardian or adult family member at the school, working on a designated volunteer project or a school-related function as per the volunteer policy.
- To attend school every day and to be punctual. Five days of unexcused or a total of ten days absence is considered grounds to return the student to their district of residence as per the attendance policy.
- To pursue the student's service learning project and complete 20 hours per school year (with parent/guardian support) outside of regular school hours.
- To allow for flexibility in scheduling.
- To work to the best of his/her ability.

Attendance at RPCS is a choice. If the student does not meet the above admission requirements and parameters as described in the Parent Student Handbook, it is the parent(s)/guardian(s) responsibility to return their child to his/her district of residence.

I have read, understand and agree with the contents of the RPCS Student/Parent Handbook.

Student's Full Name

Parent/Guardian

Date

Student (9 years and older)
School Copy

Date

Verification of Orientation Meeting
Attendance: _____