



THRIVE
PUBLIC SCHOOLS

Engage Learners
Personalize Learning!

**COMMUNITY
MINDED**



**COLLEGE
PREPARED**



**CAREER
INSPIRED**



**Student and Family Handbook:
Programs, Policies, and Procedures**

2014 – 2015

WELCOME!

Dear Students and Families,

Welcome to our first year at Thrive! I am so excited about the program we have created together and can't wait to embark on Year One of this amazing adventure. We are so proud of our school and know that without the parents and teachers who volunteered countless hours to help us, we would not be here. We are excited for all of the learning and fun that this year will bring.

The Thrive experience is truly a unique one. Our school brings students, families and educators together to re-imagine education for children. Families seek Thrive for a myriad of reasons: project-based learning, personalized instruction, student engagement, our belief in educating the whole child, and, of course, our amazing staff! Every adult on our campus cares deeply about children and is committed to what makes Thrive special and effective.

It is very important to us that everyone in our Thrive community feels welcomed, supported and successful. This is **OUR** school and we all make it great. We will be challenged to give our best in and out of our classrooms. We will ask you to set and reach high goals. We will ask you to help invent new programs and dream of ways to continue making our school great for future Thrive students.

Thank you in advance for reading this handbook! It is a guide to our school's programs, policies and procedures. I know it's lengthy, but it was created with care and the intention of providing you with valuable information about our program. It provides an overview of our philosophy, practices, safety procedures, expectations for staff, students, and guardians, and so much more. Please read it carefully and feel free to ask us questions about anything.

Warmly,

Nicole Assisi

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SCHOOL CONTACT INFORMATION



Thrive

4260 54th Street, San Diego, CA 92115

Website:

www.ThriveSchools.org

Phone Number:

(619) 839-9543

Main Office:

4260 54th Street, San Diego, CA 92115

The Thrive office is open Monday - Friday from 8:15 am to 4:15 pm (September-June, except holidays). During non-school times (such as July, August and student breaks), our office will be on a modified schedule. The hours will be posted ahead of time on our website and front door, and will also be updated on our phone system.

For general questions, please email us at info@Thriveps.org

Stay Connected:

We have several channels for communicating with our Thrive family. Sign up for our newsletter; follow us on Twitter and like us on Facebook to stay connected to all that is happening in our school!

Twitter: @ThrivePS

- <http://twitter.com/ThrivePS>

Facebook: ThriveSchools

- <http://www.facebook.com/ThriveSchools>

Newsletters:

- Thrive sends out its news automatically to the email address(es) you provide upon registration
- You can sign up for news at Thrive here: <http://tinyurl.com/thrive15>

School Directory:

- Thrive will publish a parent directory based on the Information you provided at registration.
- You can add, update, or delete your specific directory Information here: <http://bit.ly/1qAcGxH>



WHO WE ARE

OUR HISTORY

Thrive Public School, is the brainchild of Nicole Tempel Assisi, who in 2012 was approached by the Charter School Growth Fund (a philanthropic organization supporting the launch and expansion of charter schools) to open a new organization in her hometown of San Diego.

Along with a team of experts, Dr. Assisi created Thrive Public School, based on the idea of engaging learners and personalizing learning. Behind this lies the intention of developing a flexible mindset by celebrating “struggles” and recognizing *effort over intelligence* in education.

Assisi, together with an amazing founding team of teachers and staff worked diligently to make the vision of Thrive a reality. After 18 months of planning, Thrive was approved by the California State Board and the State Department of Education,

The name “Thrive” was chosen based on our founders strong belief that children can and *do thrive in public schools* and that our educational system must “innovate, adapt and expand” to meet the growing needs of our students.

Thrive successfully launched in September 2014 to serve Kindergarten and 6th grade students.

What is next? Whatever we dream up together!

MISSION/VISION

Why our organization exists and what we will be doing

The Thrive Schools exist to engage learners and personalize learning. We provide our students with rigorous and relevant learning opportunities that inspire students for careers and prepare them for college. We create and support a culture that provides students with data and personalized learning so students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. Through our family collaborative instructional model we support children to become caring, confident learners in a joyful learning community that respects and values different interests, abilities, learning styles, ethnicities, and cultural backgrounds.

In short Thrive will personalize learning and engage learners so that they are Community-minded, College-prepared, and Career-inspired.



CORE BELIEFS OF THRIVE

Values in our practice: What guides our actions and interactions

- All children have the right to quality education
- Learning should be fun, interactive, personalized and meaningful
- Learning is a social process that happens best in a dynamic and effective community
- Meaningful lessons connect to children's reality and their community
- Pursuing in-depth experiences leads to meaningful and lasting learning
- Students need opportunities to explore, verbalize, think, create and discover answers to their questions
- Students need opportunities to succeed and fail as those endeavors entail risk-taking and learning from mistakes
- Everyone is a novice and an expert—there is always more to be learned and discovered
- Teachers are professionals who should be encouraged to write their own curriculum, be learners themselves, experience success and failure, and take risks
- Students and their families should be encouraged to contribute their own insights, take risks, and know that they are also valued teachers in our collaborative learning community
- What we do must be data-informed and **people**-driven
- Education as a Shared Responsibility

SIGNATURE PROGRAMS AND PRACTICES

(Also see "Why We Are Unique" section)

The structures and practices through which we seek to achieve our vision

- Innovative Problem-Solving
- Project-Based Learning
- Teacher-Designed Projects
- Competency-Based Grading
- Presentations of Learning
- Project Exhibitions
- Personalized Learning Plans
- Compassionate Communication
- Multi-Age Grouping
- Family Collaboration & Support
- Social Emotional Development
- Student-Led Conferences
- Digital Portfolios
- Student Leadership
- Community-Building
- Service Learning
- Meaningful Teacher Evaluation
- Distributive Leadership (choice and voice for all)
- Extensive Professional Development for teachers



WHY WE ARE **UNIQUE**

Our goal is to let passions drive students' educational process as we encourage them to broaden their interests.

Personalized Learning:

The Thrive is based on the belief that one size does not fit all and learning must be adapted to the students before us! Our program reflects our students' passions, interests and needs, so they can explore the world that they live in. Especially for math and English language arts, teachers don't assume that all children are in the same place. Teachers adapt lessons to make sure that students do not have large gaps in their learning as they build their literacy and numeracy. Some of the ways that learning is personalized is through:

- Small group instruction tailored by teachers for the children in front of them.
- Opportunities for adapting how students learn within the school setting
- Technology that changes real-time as students struggle or need extra challenges
- An opportunity for students to have voice and choice for some topics

Engaging Learners:

Thrive believes in engaging students with a learn-by-doing model that integrates core subjects with real-life problem solving: Project Based Learning (PBL). PBL includes public Presentations of Learning, Exhibitions, and Digital Portfolios. Teachers collaborate with students on projects that are completed in class, and we also encourage families to use Projects and hands-on learning beyond the school day. PBL is engaging and powerful because it allows for:

- Hands-on, Minds-on Curriculum
- Student Voice and Choice
- Collaboration
- Public Presentations of Learning (POLs)
- Competency of "Learning Goals" (Core Standards)
- 21st Century Learning and Real-World Problem-Solving
- Opportunities for Personalization (to reflect students' passions, interests and needs)



Social-Emotional Curriculum:

Social-Emotional Learning is central to Thrive and is integrated into the daily academic curriculum it involves all students, families, teachers, and community members. We use compassionate communication strategies to teach and reinforce core concepts such as tolerance, compassion, self-efficacy, flexibility, self-responsibility, empathy, positive conflict resolution, and collaboration. The goals of these tenets are to:

- Raise the level of social and emotional competence in all children as part of their regular education
- Improve academic performance by creating caring, confident learners who are self-aware
- Create a compassionate, socially responsible, and collaborative learning community

We accomplish this by:

- Using multi-age classrooms
- Building and maintaining positive relationships
- Integrating compassionate communication
- Building Habits of Heart and Mind (see page 11)
- Fostering a community of care and collaboration



THRIVE HABITS OF HEART AND MIND

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." – Aristotle

Habits of Heart and Mind are characteristics of what successful people do when they are confronted with new situations or problems. The questions listed with each habit will help support the development of these habits.

At Thrive we:

1. **Collaborate** and value those around
2. **Share** needs, ideas, challenges and successes
3. **Think critically** to seek insights
4. **Explore**, be creative and be curious
5. **Persist** with commitment and passion

Description	Reflection Questions
Collaboration is the habit of working effectively with others, providing appropriate support, and accepting that someone else may have an idea which would better serve the project or group.	<ol style="list-style-type: none"> 1. How have I shown that I considered other people's ideas? 2. In what ways did my role in the group change? Was I okay with those changes? 3. How did my attitude affect the whole group? 4. How did I contribute to my group in a positive way? 5. How is my thinking changing as I collaborate? 6. When/how did I step up or step back during our group work? 7. What would my group members say about my contributions to this piece of work? 8. What did I do when people had different views from mine? 9. What would I do the same and/or change next time I am in a group?
Sharing is the habit of offering thoughts, insights, ideas and materials to others within our community (as well as making our needs and achievements transparent) in a way that supports our common goals.	<ol style="list-style-type: none"> 1. How did I share insights? 2. How were resources shared in my group? What impact did it have? 3. How can I improve my wording, so I explain my ideas simply and clearly? 4. How am I listening to and understanding what others are saying? 5. In what ways do my body and words match my message? 6. How have I checked that others understand my ideas? 7. How would I share differently next time?
Thinking Critically is the habit of asking questions, considering different perspectives and a willingness to think deeply to gain new insights or a greater understanding.	<ol style="list-style-type: none"> 1. What do I already know about this situation and what do I still need to learn? 2. What questions do I still have? 3. In what ways have I shown that my mind is open? 4. How reliable are my sources and how do I know? 5. How did I use analysis? What were the results? 6. When did I evaluate my work, others ideas or products? What were the results? 7. When did you form a judgment/opinion? What was the result? 8. From whose viewpoint did you create this product, what might others say?
Exploration is the habit of exhibiting curiosity, being creative, taking risks, examining and alternative possibilities.	<ol style="list-style-type: none"> 1. How was my thinking stretched or pushed while I was learning? 2. What do I now know that I did not know before this work? 3. How did I seek feedback to push my thinking further? 4. What other possible solutions are there for this problem? 5. From what perspective are we viewing this situation? 6. What possibilities still remain to be explored? 7. If I were to do this again, what would I do differently?
Perseverance is the habit of working on a task even when the outcome is difficult or uncertain, staying passionate about the end goal and not giving up.	<ol style="list-style-type: none"> 1. During the process of this work when was I challenged and what did I do? 2. When was I willing/unwilling to change my position? Why? 3. How did I motivate myself to keep working even if it was difficult? 4. What am I most proud of with this work? 5. What questions did I ask to help me understand better or improve my work? 6. What strategies did I use to help myself be interested in this task? 7. What would I do differently next time? 8. What am I passionate in this work?



WHAT IT MEANS TO BE A CHARTER SCHOOL

Charter public schools are created and operated by local educators, parents, organizations, and community groups to fill an educational need not otherwise met by traditional schools, directing their resources where their students need them most. ***Students attend charter schools by choice.***

The aim of charter schools is to increase learning opportunities and allow for greater innovation in teaching practices. Each school is granted a renewable charter, usually by a state or local board, for three to five years and some specialize in a particular academic area. The first charter school law was passed in Minnesota in 1991. In California, there are over 1,063+ charter public schools serving over 484,000 students. Over 300 of these schools have opened in the last three years, including ours!

California public charter schools are governed by the “Charter Schools Act” (SB 1448), which was passed in 1992 in response to widespread calls for broad educational reform. It is critical that charter schools comply with the accountability requirements established by the state in order to receive funding and continued renewal of their charter. These requirements include, among other things, participation in California standardized testing and compliance with independent study documentation, both of which require the involvement and cooperation of our families.

Charter Schools exist because of families, teachers and administrators standing up and voicing their desires for choice in public education. We encourage you to learn more about the charter school movement in California and to empower yourself with the tools you need to be a strong advocate for charter schools.



California
Charter Schools
Association

CCSA's website: <http://www.calcharters.org/>



OUR COLLABORATIVE LEARNING MODEL

We developed a school-year calendar and daily schedule that increases students' opportunities for learning, engages families and personalizes instruction. Classes are interdisciplinary, project-based and reinforced by family-facilitated learning.



Multi-age Grouping and Looping

Students at Thrive will be in mixed-age clusters (called Cores). These CORES will be further defined as Thrive grows.

Students will typically stay 2 years in each Core. This means that younger students are coached by older ones and older students gain opportunities to be experts and leaders.

Core/grade level placement decisions are thoughtfully decided, taking into consideration far more than chronological age. In a multi-age setting, how students are moved from one grouping to the next depends both on social and academic readiness. While a student may stay longer in one cluster, he/she can make up time in another. It is our goal to know students well enough to make good decisions about their academic needs; therefore, acceleration and retention are not based on seat time or work completed but rather social *and* academic readiness. Some of the ways in which students may show this readiness beyond at-school and at-home work completed is through conferences with staff, Presentations of Learning and Project Exhibitions.

Multiage groups will start in 2015 and will be:

- K
- 1-2
- 3-4
- 5-6
- 7-8



DAILY SCHEDULE

Regular Day:

Monday, Tuesday, Thursday and Friday students report to school at 8:30 a.m. to 3:30 p.m.

Minimum Day:

Wednesday students report to school from 10:15 a.m. to 3:30 p.m.

SAMPLE SCHEDULE – KINDERGARTEN					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	Optional Tutoring	Optional Tutoring	Optional Tutoring	Optional Tutoring	Optional Tutoring
8:30-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-10:15	Math Rotation	Math Rotation	Flex Time	Math Rotation	Math Rotation
10:15-10:55	Picnic Story time (Literacy)	Picnic Story time (Literacy)		Picnic Story time (Literacy)	Picnic Story time (Literacy)
	Body break	Body break		Body break	Body Break
10:55-12:15	ELA Rotation	ELA Rotation		ELA Rotation	ELA Rotation
12:15-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:55-1:55	Exploratory	Exploratory	Community/School Wide meeting 12:55 – 1:30 PM	Exploratory	Exploratory
1:55-3:15	Project Based Learning Science	Project B.L. Humanities	Teacher Prof. Dev & Planning 1:45 - 4:00 PM	Project B.L. Science	Project B.L. Humanities
3:15-3:30	Afternoon Meeting	Afternoon Meeting		Afternoon Meeting	Afternoon Meeting

SAMPLE SCHEDULE – 6 th Grade					
Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:30	Optional Tutoring	Optional Tutoring	Optional Tutoring	Optional Tutoring	Optional Tutoring
8:15-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-10:30	ELA Rotation	ELA Rotation	Flex Time	ELA Rotation	ELA Rotation
	StoryTeller's Picnic (Literacy)	StoryTeller's Picnic (Literacy)		StoryTeller's Picnic (Literacy)	StoryTeller's Picnic (Literacy)
10:30-11:30	Exploratory	Exploratory		Exploratory	Exploratory
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-1:45	Project Based Learning Science	Project B.L. Social Science	Flex Time Community/School Wide meeting 12:55 – 1:30 PM	Project Based Learning Science	Project B.L. Social Science
1:45-3:15	Math Rotation	Math Rotation	Teacher Prof. Dev & Planning 1:45 - 4:00 PM	Math Rotation	Math Rotation
3:15-3:30	Afternoon Meeting	Afternoon Meeting		Afternoon Meeting	Afternoon Meeting
3:30-4:30	Optional Tutoring	Optional Tutoring		Optional Tutoring	



THRIVE COMMUNITY AGREEMENTS

Thrive's success is based on the commitment and collaboration of all key partners.

School-Wide Rules (what we do)

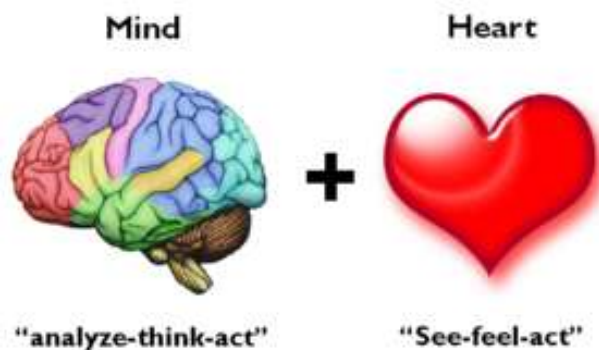
As key partners in the Thrive community, staff, families, students and community partners will:

1. Understand and support the mission of Thrive
2. Uphold school community limits and support the guidelines set forth in the handbook
3. Treat all community members with kindness, care, respect and consideration
4. Agree to utilize compassionate communication and our conflict resolution process when conflicts occur
5. Do their best to create a safe and healthy environment at home and at school
6. Take responsibility for learning, as well as the pursuit and development of passions
7. Contribute to the well-being of others, so everyone can become a caring and confident learner

Habits of Thrive Community Members (how we strive to be)

At Thrive we:

1. **Collaborate and value those around** – this includes being respectful of the needs and feelings of others
2. **Share ideas, needs, challenges, successes and materials** – this includes using appropriate language and demonstrating concern for the people, property and community
3. **Think critically and seek insights** – this includes using all information provided to make decisions about what behaviors work and don't for our community
4. **Explore, be creative and be curious in a way that works for yourself and others**
- this includes being safe and considerate of the safety of others
5. **Persist with commitment and passion** – this includes pushing through when things are tough and getting help from peers and adults to overcome new challenges



EXPECTATIONS FOR THRIVE FAMILIES

As a collaborative partner in my student's learning community, my role is to:

1. **Attend all required school meetings, events and scheduled conferences concerning my student(s):**
 - a. Once per semester (and as requested by staff), participate in family-student-teacher conferences
 - b. Attend at least 2 other professional development meetings throughout the year (workshops will be provided by Thrive on an on-going basis)
 - c. Attend students' Exhibitions and Presentations of Learning

Note: Families are responsible for arranging make-up sessions for any missed meetings/conferences.
2. **Proactively maintain effective and collaborative communication with staff by:**
 - a. Promptly responding to communications from staff (meeting requests, emails, phone calls) and addressing any concerns directly with the person involved
 - b. Promptly communicating with staff when concerns or challenges with your student(s) arise
 - c. Assuring the school has accurate emergency and contact phone numbers, addresses and email **at all times**
3. **Teach and model a compassionate lifestyle and support the Thrive habits and norms regarding how we interact within our community. Examples include:**
 - a. Supporting Thrive Habits of Heart and Mind (Collaboration, Sharing, Thinking Critically, Exploration, and Persistence)
 - b. Supporting students in developing a flexible mindset by celebrating "struggles" and recognizing *effort over intelligence*

Furthermore, I understand and agree to the following terms pertaining to the Thrive community:

1. I understand and support that Thrive utilizes **technology**, among many tools, in its teaching processes.
2. I understand that **standardized testing** is required of all students, that the school gains its funding through the state, and although the standards are NOT the drivers of student learning, performance on the standards (and a sufficient number of completed tests) is essential for the school's overall health and continued operation.
3. I understand that it is important to **notify the school immediately if I choose to no longer attend Thrive.**
4. I understand that if my student has an **Individualized Education Plan (IEP)**, I must provide a copy of the IEP
5. I understand that it is the **families' responsibility to provide any needed transportation** for the students scheduled meetings and other travel.
6. I understand that the **family is liable for the replacement or cost of replacement for lost, damaged, incomplete, or unusable books, technology and other school property** used by my child.



EXPECTATIONS FOR THRIVE STUDENTS

This agreement details your roles and responsibilities as a Thrive student.

As a collaborative partner in my learning community, my role is to:

1. Take responsibility for my learning by:

- a. Focusing on competency of the Thrive Learning Goals in **math** and **language arts**, knowing that these skills are important for anything I decide to do in life
- b. Supporting at-school projects by actively participating in and contributing to projects (i.e. conducting research about/for projects, bringing my own ideas, collaborating with my family and teacher(s))
- c. Communicating with my family and teacher(s) about my unique interests and Learning Goals beyond class projects

2. Actively participate in my learning, both on campus and off campus by:

- a. **Attending** class, workshops, family-student conferences, electives, and all other learning opportunities I commit to
- b. **Listening to** the thoughts, ideas and questions of others, knowing that I can learn from every person and every situation
- c. **Thinking and speaking up for myself**, knowing that my thoughts, ideas, and questions matter and that others can learn from me also
- d. **Asking questions and getting help** when something is not clear, I feel like I don't understand, or when I see a problem that I think needs to be addressed
- e. **Understanding and letting people know** how I learn best and seeking to understand and respect how others in my community learn best
- f. **Exploring, investigating and experimenting with** new ideas (both mine and those of others in my community), knowing that as a life-long learner, I always have more to discover
- g. **Striving to improve and grow** my skills and talents and supporting those in my community to do the same



3. Respecting and supporting all members of Thrive community by:

- a. Supporting Thrive Habits of Heart and Mind
- b. Developing a flexible mindset by celebrating “struggles” and recognizing *effort over intelligence*
- c. Seeking to understand others and their actions, instead of judging them

Furthermore, I understand and agree to the following terms pertaining to the Thrive community:

1. I understand and support that Thrive utilizes **technology**, among many tools, in its teaching processes.
2. I understand that the state of **California** requires **testing of all students** and that my participation in these tests is important for keeping my school open and strong. I know that these tests are used to track our school versus other schools and that other tools are used to see how well I am developing.
3. I understand that it is important to **notify the school immediately if I choose to no longer attend Thrive**.
4. I understand that it is my **families’ responsibility to provide any needed transportation** for the students scheduled meetings and other travel.
5. I understand that my family is **liable for the replacement or cost of replacement for lost, damaged, incomplete, or unusable books, technology and other school property used by me**.



EXPECTATIONS FOR THRIVE STAFF

The Thrive Staff creates and empowers an atmosphere of collaborative learning and development, where all students are fully supported in becoming collaborative, informed, resourceful and reflective individuals who are community-minded, college-prepared and career-inspired.

This is accomplished by:

Facilitating an atmosphere of collaborative learning and development:

School Staff will

1. Communicate with families regularly about students' progress.
2. Provide families with written goals, plans, curriculum, and essential skills for students.
3. Teach and model a nonviolent, tolerant and respectful lifestyle. Know and follow the nonviolent conflict resolution process.
4. Provide families with parenting workshops, educational tools and professional growth opportunities.
5. Support individual student learning through personalized learning plans and project based learning.
6. Promote in each child the development of the Thrive Habits of Mind.
7. Work closely with other staff and families to create a collaborative environment.
8. Welcome family involvement.

Further the Thrive Teacher will build their expertise in the areas of **Teaching and Learning** as well **Classroom and School Culture through the following strategies**

Teaching and Learning

1. Engages students to create rigor: Connects student work to the world outside the classroom through meaningful projects that incorporate "voice and choice" and public presentations of learning.
2. Personalizes learning: Teaches effectively to the diversity of students in classroom Provide families with written goals, plans, curriculum, and essential skills for students.
3. Is conscientious, innovative, and reflective practitioner: Meticulously plans, delivers and assesses learning opportunities using data to make choices and continuously seeks support for growth Support individual student learning through personalized learning plans and project based learning.
4. Works Smart: Acts with urgency, is responsive to change and has the courage to speak up.
5. Embraces technology and innovation

Classroom and School Culture

1. Develops appropriate relationships with students: Knows, sees and values students and creates a classroom atmosphere based on mutual respect
2. Works well with families: Communicates timely and effectively with families and encourages participation
3. Collaborates with colleagues: Is a presence in the community, is solution oriented and participates with an open-minded
4. Knows it all Matters: Is accountable for actions and inactions as they impact personal, community's and students' ability to thrive



OUTCOMES & RESULTS

What we seek for our students and how we will measure our success

At Thrive, we believe that learning is a life-long process that includes far more than the acquisition of knowledge. We are committed to supporting each student in his or her continual growth of Learning Goals and 21st Century Skills, as well as the Habits of Heart and Mind. We know that this comprehensive focus will support and empower our students as they develop and share their own individual gifts. Tracking each student's growth in a holistic way is accomplished through a combination of the following:

1. **Progress reports** that capture teacher, student and family reflections on development in both skills and Habits of Heart and Mind from various sources like *Student Presentations of Learning and Portfolios of Work*
2. **Adaptive assessment tool** (see "MAP" section below) that is geared more towards measuring growth in skills, versus a one-time snapshot of proficiency provided by standardized tests
3. **Digital dashboard** to record and analyze student progress which included *ongoing observation, communication* between students, teachers and families, as well as standardized assessments



1. Progress Reports

We believe the purpose of “report cards” is to report progress and growth. Our progress reports focus on competency (which some schools call "mastery") of skills, as opposed to traditional "grading," measuring growth in both Learning Goals and Habits of Heart and Mind. Provided twice a year, teachers prepare progress reports by using insights from the following:

- *Presentations of Learning* (which we also call portfolio defenses). These give students a chance to reflect on what they have learned to date and to make a case for why they are prepared for the next level of challenges or what help they need. Students have the valuable opportunities to share their insights and learning, while also further developing key 21st Century Skills
- *Student-led conferences with student, family and teacher* present, provide opportunities for all individuals to reflect on the student's growth, as well as to set future goals
- *In-class work samples* provide the opportunity to track growth in Essential Skills
- *Exhibition presentation*, where students have a chance to show their projects and developments, provide insight into student understanding of project goals, skills and knowledge as well as mastery of 21st Century Skills and Habits of Heart and Mind
- *In-class interactions and observations*, provide teachers with the opportunity to track growth in Habits of Heart and Mind



2. Adaptive Assessment Tools

- **Measuring Academic Progress (MAPs) provided by Northwestern Evaluation Association (NWEA)** In order to provide a personalized education experience and identify student growth and need for support, we use NWEA's MAPs testing. It is an adaptive assessment tool that produces a measure of student growth and achievement. This information will be used to personalize learning plans, create focused instructional groupings and, as needed, be a consideration in determining placement. Focused on growth rather than "proficiency," this assessment is administered at the beginning, middle and end of the year, providing an opportunity to track growth throughout the year.
- **Online Learning Programs** Thrive is purchasing online, adaptive technology. These tools will be listed on teacher syllabi once school starts.

3. Digital Dashboard to make sure staff, students, and parents have access to students' progress we are creating a digital dashboard that can be accessed remotely.

- **All data previously mentioned above will be included** in a platform easy for students and parents to access throughout the year. We are currently partnering with Illuminate on the development of this tool and will update you as we progress.
- **California State-Mandated Testing** As a public school, we are required to participate in all California state-mandated testing. The state of California uses data from these assessments to monitor individual schools' performance and compare school performance to other schools throughout the state. **We must demonstrate at least 95% participation in all state testing to maintain our charter, so your support is critical.** Please know that we do not "teach to the test." We believe students are best prepared for these tests by engaging in rigorous and authentic work. Students often benefit from practicing test-taking strategies and there are many resources available online. As we do with the MAP assessment, we position the state tests as an opportunities to "show what you know" and encourage students to do their best. Let's face it, standardized tests are used for various reasons (college exams, gaining certification for many careers, etc), so having a familiarity testing formats and scenarios will likely support our students in achieving their individual goals.



ACADEMIC SUPPORT AND SPECIAL EDUCATION

Academic Support

Our teachers (including Inclusion Specialists and Literacy Specialist) work together in the classroom, ensuring that all students receive the support they need to master Learning Goals. Academic Coaches are present in all classes at various times to provide personalized learning opportunities to students in specific content. Our goal is to ensure all students receive the support they need. This is best accomplished when all three partners (student, teacher, and family) work together to address areas of need for extra support.



Special Education

Thrive strives to meet the needs of all children regardless of their physical or developmental challenges. A Student Success Team (SST) consisting of teacher(s), Inclusion & Resource Specialist, administrator and parents, will work together to support each child's special circumstances. In the event a learning or physical challenge is significantly hindering a student's progress as documented through appropriate observation and testing, a student may qualify for participation in a formal Individualized Education Plan (IEP). This process designates group of specific professionals who, along with the parents and guardians, implement a specifically designed education program complete with formal methods, timeframes, and documentation procedures. Students may enter the school with an active IEP and will be supported by Thrive teachers and support staff. If you suspect your child may qualify for special education, please contact the school office at info@thriveps.org or 619-839-9543 to obtain further information.

Section 504

Under Section 504, individuals with physical or mental impairments, whether short or long term in duration, that substantially limit one or more major life activities, including learning, are entitled to receive general education with accommodations, or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA"). For more information regarding THRIVE's 504 Policies and Procedures, please contact the school office at info@thriveps.org or 619-839-9543. A copy of THRIVE's complete 504 Policies and Procedures can be obtained at the front office upon request.

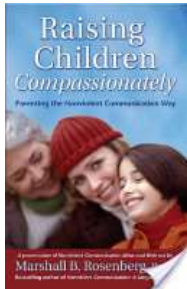


BUILDING AND SUPPORTING OUR COMMUNITY

FAMILY WORKSHOPS AND RESOURCES

Parents and guardians are a child's first teacher and continue to be a critical part to student success. We believe in supporting families with workshops and resources that help children Thrive. Please check the school website and bulletin boards to find out about Thrive family learning opportunities.

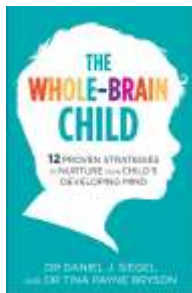
We have found these books useful for inspiring learners, supporting interactions with students and developing curious and compassionate learners. Summaries and other videos and articles about learning at Thrive can be found on our website www.thriveschols.org



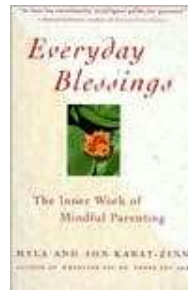
This book focuses on the importance of putting compassionate connection first to create a mutually respectful, enriching family dynamic filled with clear, heartfelt communication.



"What do kids need -- and how can we meet those needs?" What follows from that question are ideas for working with children rather than doing things to them.



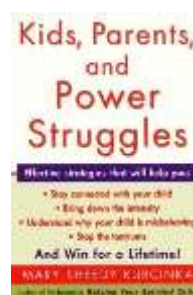
Strategies to nurture kids' developing mind. To help parents understand how brains develop/functions, and how they can help their kids learn how to handle and respond to different experiences and challenges.



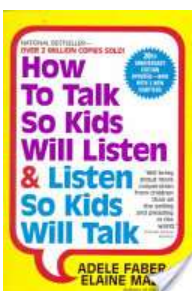
This is one of the few books on parenting that embraces the emotional, intuitive, and deeply personal experience of being a parent, applying the groundbreaking "mind/body connection" expertise.



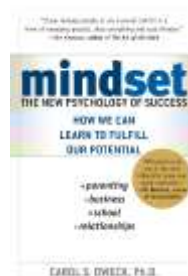
Book will help understand your child's temperament; discover power of positive labels; cope with the tantrums and power struggles; develop strategies for handling mealtimes, sibling rivalry, bedtimes, holidays, and school, among other situations



Unique approaches to solving the daily, and often draining, power struggles between you and your child.



Strategies to help you increase communication between parents and children, give advice on how to talk productively with children in the interest of harmony and cooperation.



With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional.



WE THRIVE WHEN FAMILIES GET INVOLVED!

Families are key partners in Thrive's unique collaborative learning community. Though we do not require family service hours, ***we encourage each family to get involved by dedicating at least 20 hours of service each year*** to support the various needs of our school. Your service not only ensures the success of our school, but it also provides our families with valuable opportunities to connect, share and build a network of support. ***Find an area that speaks to your own talents and passions and help Thrive!***



FAMILY ACTION NETWORK (FAN)

To help coordinate family involvement, we established the Thrive **Family Action Network (FAN)**. Together, with Thrive staff, FAN represents 7 areas of focus:

Events - fun and engaging school wide events, like:

- Opening Social
- Closing Social
- Movie Nights
- Talent Shows

FUNdraising – FUN ways to raise funds, like:

- Skate nights
- Book fairs (onsite and virtual)
- Restaurant Events
- Pizza Days

School Spirit – activities to demonstrate how great our community really is, like:

- Newsletter
- Thrive wear and accessories
- Teacher/volunteer appreciation

Facilities - key facility-related needs, like:

- Family Work Days
- Gardening
- Site needs

Data Analysis – aggregate and analyze a myriad of surveys and research, divided into 3 primary categories:

- Thrive community info
- Thrive benchmarking analysis
- Thrive community engagement

Family Support – provide family support and education as they journey through their experience at Thrive:

- Family resources
- Family education
- Family mentoring

Staff Support – support key staff support needs, like:

- Master calendar
- Strategic communication
- Master volunteer coordination
- Floating support

To volunteer, or learn for about FAN opportunities go to www.thriveps.org



VOLUNTEERING IN THE CLASSROOM

We welcome parents into our classrooms to assist the learning process. Our goal is to help make your experience one in which you feel productive and valued. Therefore, parents who wish to give time to our classrooms to engage in the following process so that your involvement will be focused and worthwhile:

- Before volunteering in the classroom, you will need to attend a mandatory parent-volunteer meeting
- Prior to volunteering, the teacher will meet with you to clarify expectations and goals
- Parents supporting work in the classroom will need to be fingerprinted and provide a TB test (must be from the last four years)
- We will begin parent assistance after the first 4 weeks of school so that teachers and students can establish connections and routines (although parents may visit classrooms before this)
- Teachers will coordinate volunteer times to accommodate both your needs as well as the needs of the classroom
- It would be helpful if all parents who wish to work in our classrooms would read *How to Talk so Kids will Listen and Listen so Kids will Talk* by Faber and Mazlish before beginning to volunteer (available at local libraries and bookstores)
- ***Please contact our office staff to express your interest in volunteering and get started!***

We also welcome (and need!) volunteers in our office! If you would like to help out in the office, please let our office staff know.

As always, we appreciate your willingness to contribute to Thrive's learning community. ***We look forward to working together!***



ON CAMPUS PROCEDURES

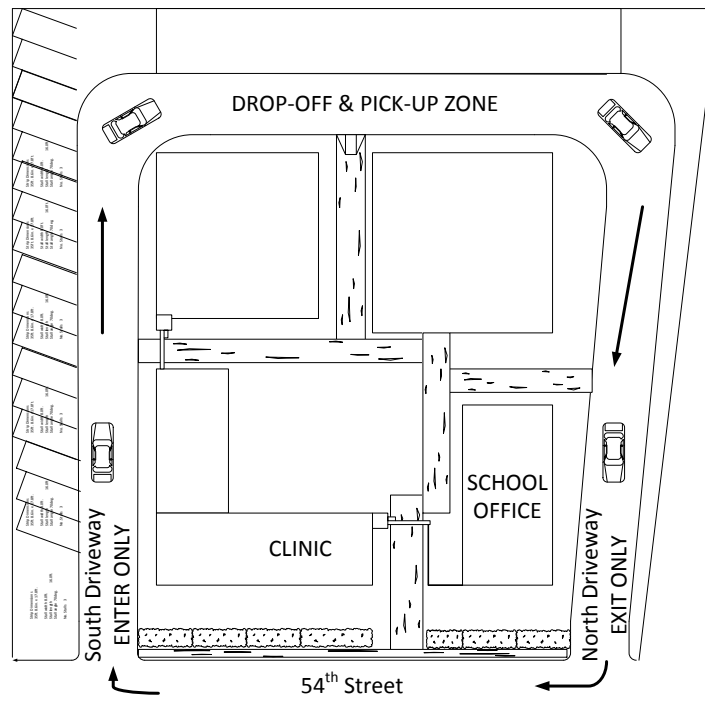
DROP-OFF AND PICK-UP

Student safety is a top priority at Thrive. It is important that parents and students comply with the following drop-off and pick-up procedures at all times to ensure the safety of all of our students:

School starts promptly each day at 8:30 am and ends at 3:30 pm. ***Please support your student by arriving with enough time for your student to be fully settled in class before 8:30.*** We also ask that parents wait in the “front yard” outside of the main office until 3:30 pickup. This enables teachers to end the day with students focused on the classroom rather than on parents walking by.

A curbside valet service is available for drop-off from 8:15 am - 8:30, and pick-up from 3:30pm - 3:45 pm.

Enter the drop-off/pick-up zone through the south driveway on 54th Street and proceed slowly through the parking lot to drop-off zone. You will be met by staff in the drop-off/pick-up zone to assist your student in safely exiting/entering your vehicle. After drop-off/pick-up you will exit the through the north driveway onto 54th Street



If you are not using the curbside service, limited parking is available on Trojan Ave. to the north of campus.

Signing-Out, Checking-In, and Alternative Pick Up Arrangements

When students must leave campus before the end of the school day, parents or guardians must sign their student out in the main office. Parents must check in their child in the main office for a pass or tardy slip when returning from an appointment or when arriving late for school. This ensures we have accurate information to support students throughout the day.

If you wish to arrange for alternative pick-up (including grandparents, extended family, friends, older siblings, etc.), please notify the main office.



HEALTH AND SAFETY PROCEDURES

Wellness Policy

For the protection of all children and staff, we must ask you to carefully read our Wellness Policy. Please keep your child home if he or she has:

- A fever. A child should stay home until he/she has a normal temperature for 24 hours
- An unusual rash that may be a symptom of a contagious illness.
- A contagious illness such as measles, mumps, roseola, or chicken pox
- An eye infection with discharge or that is unusually red. After being examined by a physician and placed on medication, your child may return
- An ear or throat infection. Once examined, on medication, and comfortable, your child may return
- A cold. Your child should stay home until the symptoms of a cold such as coughing, sneezing, watery eyes and thick, green mucous secretions have subsided
- Diarrhea and/or symptoms of flu. A child, who has been vomiting, has had diarrhea and/or complains of a headache often gets even worse at school
- A persistent, hacking cough and/or rapid or labored breathing
- Head lice and/or nits (lice eggs) on the shafts of the hair. Your child may return to school once all head lice and nits are removed

Please assess the comfort of your child before leaving for school. If your child has been listless, complains of a headache, or is pale, then this would be a good day to stay home.

Communicating Illness

Please call the school if you keep your child home due to illness. If you have to leave a message, please leave the following information: child's name, teacher's name and specific illness, i.e. cold, flu, etc. The staff needs to be aware of illnesses that may be present among children. Please remember to keep emergency information up to date. You will be contacted if your child becomes ill at school.

Lunch and Snack Policy

Banyan Catering is our school lunch vendor for the 2014-15 school year. Banyan Catering is a local company providing healthy, nutritious lunches for children. Their menus are made fresh daily using natural ingredients, lean protein, fresh fruits and vegetables (organic, when possible). They eliminate processed foods, high salt and sugar content in their menus. Thrive will publish the school lunch menu monthly so that parents can decide what days they would like to order lunch for their student. Please see the front office for more information.

Thrive also has time dedicated each morning for a nutritious snack. We ask that families send a nutritious mid-morning snack with their student each day and avoid sending junk food.

Food Allergies

Your child's teacher will notify you if children with allergies are in the classroom. These children's parents take the ultimate responsibility for their child's safety by providing their own treats and lunch for their children, but your help in this matter is greatly appreciated. Please encourage your child not to share food at school.

Medication

Our front office staff has first aid kits and will be your health center point of contact. Upon parent or guardian written request, we can store a supply of prescription medicines for your son or daughter to keep on hand in case of an emergency. A form must be completed and all medication must be in its original container clearly marked with the name of student, the name of medicine, and the appropriate dosage instructions as prescribed by your doctor. All medications will be kept in the office and/or with teachers to insure that no medications are shared amongst students.



SCHOOL VISIT POLICY

Parents are encouraged to make regular visits and volunteer at Thrive. As a courtesy to our teachers, we ask that you let them know about your visit one day in advance so they can accommodate you or plan activities for you to engage in. Also, in order to monitor safety, parents must check in at the office before going to the classroom. Please see the Family Engagement section for more information on volunteering in the classroom. Classroom observations may be limited in time and frequency at the discretion of the School to minimize disruption to instruction.

DRESS CODE

The purpose of Thrive's dress code is to foster a physically and emotionally safe and respectful environment at school. **The dress code is in effect from the time students arrive at school until they leave and also applies to field trips, site visits, and all school-related activities, unless the supervising adult informs the students otherwise.**

Specifications:

- **Shirt Options:** Polo shirt of any color or pattern, with or without the Thrive logo.
- **Pants/Shorts/Skirts:** Pants* and jeans may be worn but may not be cut off or torn/frayed. Skirts and shorts must be 2 inches above the knee or longer. Students may not wear leggings or tights to compensate for too-short skirts or shorts.
**Pants: not sweats, tights, or pajama pants.*
- **Jackets/Sweaters/Sweatshirts:** May be worn over, but not in place of, the polo (we recommend writing your child's name on all outerwear).
- **Shoes:** Must be close-toed and have a back.
- **Head Covers:** Other than religious head covers, all other forms of hats or headdress may not be worn indoors or during class time.



EMERGENCY PROCEDURES AND DISASTER PREPAREDNESS

Care and Comfort Package

As part of our Disaster Preparedness Plan, Thrive asks parents to supply personal use and consumable items in the event that a disaster requires students to remain at school for an extended period of time. **Please send the following items with your child on his/her first day of school.**

Please use a **one gallon Ziploc-style bag** to pack an assortment of the following items:

- 8 oz. juices (canned or boxed) with pop tops
- 4½ oz. cans of small fruit with pop tops
- dried fruit snack packages
- cheese and cracker type snack packages
- granola bars
- individual moist towelettes
- a family picture
- an “I love you” comfort note to your child

We have very limited storage space, so please limit the items to those that will fit in a gallon Ziploc-style plastic bag. The school will have a supply of water, snacks, flashlights, hygiene and first aid supplies on hand in case of a disaster. The items in your bag will be your child’s own personal “comfort bag” in such an event.

Emergency Procedures

Our staff is trained in order to provide for the safety of students, staff, and visitors during times of emergency. Emergency preparedness includes fire, lockdown and earthquake drills that happen during the school year. **All alarms are treated as real.** Additionally, we respond to even vague local disturbances (swarms of bees, suspicious individuals in the neighborhood, etc.) and consider these opportunities for real-life practice of our emergency procedures. In the event of an alarm or non-emergency response, all staff, students, and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas and will remain there until all students are accounted for and instructed to return to the building or move to a safer area. In the case of a major emergency (such as a significant earthquake or fire), we will use social media (e-mail, TeleParent, Facebook, Twitter) to keep families updated to the extent feasible. During such an emergency, staff will be focused on ensuring that all students are safe and accounted for.

OTHER POLICIES

MEDIA RELEASE

Thrive may be approached with requests for interviews and pictures by print and broadcast media outlets.

Unless you fill out an **Opt Out Form** in the office, by signing the handbook you are giving Thrive Public Schools, free and unlimited consent and permission to *make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph* any photographs, videos or audios of you/your child, that have been obtained from my/his/her participation in Thrive’s activities. Families will not have claims for any compensation by reason thereof or for damages for reasons thereof.



Please fully understand that these pictures/digital images may be used for a variety of publications *or broadcasts, including to media outlets*, and will not identify you or your child by name without additional written consent.



RESPECTABLE USER (TECHNOLOGY) POLICY

We are pleased to offer our students access to the school computer network. Access to the Internet and e-mail enables students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. The following provides an overview of the expectations for students using School technology. A copy of Thrive's complete technology policy is available at the Front Office upon request.

Technology will be used for classroom instruction and projects. Students who would like to use technology outside of school should coordinate with their teacher.



INTELLECTUAL PROPERTY

All intellectual property that is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at Thrive, belong to Thrive. Thrive is an open source organization (information created cannot be charged for or sold); this provision ensures that no individual, student, or staff member may claim ownership at the expense of others.

FAMILY DIRECTORY USE POLICY

The Parent Directory includes the information that you agreed to share during the enrollment process. The directory is provided as a courtesy to our families. Its sole purpose is to connect families for school-related matters. Please do not use the directory to solicit non-school related business or in violation of the expectations for Thrive families outlined in this handbook.

Thrive has partnered with MySchoolAnywhere for directory services. This service gives parents the ability to modify their directory information that is shared with families at Thrive. After the start of the school year each family will receive notification that the online directory is available, including access through MySchoolAnywhere's mobile app. If you have any questions, contact the school office.





BIRTHDAY POLICY

As a small, community-focused school, we are especially sensitive to children's feelings about celebrations and parties. We want all children to feel celebrated and appreciated in the community meetings we hold. With that in mind, for out-of-school parties, when the entire class is not invited, please mail invitations to the invited children's homes rather than deliver them at school. We encourage you to be inclusive, as it strengthens our community.

DISCIPLINE POLICY

It is the goal of Thrive to provide experiences for children that teach them compassion, commitment, and concern for others. It is understood that children learn what they experience, and therefore we ask that all adults model appropriate behavior for children. Staff support students to act in ways that are conducive to learning and building community. Classroom experiences create developmentally appropriate opportunities for autonomy and positive decision-making. **The essence of discipline is understanding behavior and finding effective ways to express our needs.**

At Thrive, we are dedicated to helping children learn to meet their own needs, while respecting the needs of others. Children and teachers decide upon agreements together that work toward the mutual benefit of all involved. They also decide upon solutions that will be helpful to all concerned should problems arise. On occasions when teachers must set limits without a student's input, they communicate clearly, firmly and with kindness, dignity and respect. Teachers form empathic and positive relationships with their students, holding them to high standards of behavior.

School-Wide Rules

1. **Respect the needs and feelings of others**
2. **Use appropriate language and demonstrate concern for the property of peers, classrooms and the entire community**
3. **Be safe and considerate of the safety of others**
4. **Remain in the classroom or on school grounds unless permission is given by the teacher or administrator to leave**

Redirecting Behavior

It is our strong belief that while punishment may work in the short term to stop unwanted behavior immediately, long-range results may include resentment, revenge, rebellion, and/or retreat.

Therefore, we use strategies that focus on learn term learning and that are not humiliating to children to the extent possible. Our approach is based upon mutuality and incorporates clear and firm expectations with respect



for children so that a foundation for reaching life skills, good decision-making and self-regulation is emphasized.

The main objective in assigning consequences for misbehavior is to assist children in making good choices, whether in the classroom, at lunch time, or during recess. When a child is **unsafe, interrupts learning, or clearly does not respect the needs of others**, the following course of action occurs:

- Children are reminded of the expected behavior and previously agreed-upon school standards
- Should the behavior continue, the teacher will conference with the child to create a plan that helps the child meet school behavior expectations
- When inappropriate behavior does not change, an administrator is consulted
- Finally, a conference will be called with the parent in order to assist the child in meeting the school's expectations for behavior

REMOVAL FROM SCHOOL

If at any time a child's behavior is unsafe or dangerous to himself/herself or to another child or teacher, the child will be sent home from school for at least the remainder of the school day. The school upholds the right to further suspend or require a child be withdrawn from school should these behaviors occur or it be determined that the school cannot meet the child's academic, social, or emotional needs. Thrive regards suspensions and expulsion as a last resort. After a proper investigation and hearing, the following forms of behavior by a student, parent or guardian may be grounds for expulsion:

- The threat, causation, or attempted causation of physical injury to another person
- Possession of a weapon (e.g., firearms, knives, or explosives) or possession of a replica firearm on the school campus or school-approved activities
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or any intoxicant
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property
- Any attempt to guess passwords, break into others' accounts, or gain unauthorized access to administrator accounts
- Obscene or offensive acts or habitual profanity or vulgarity
- Abusive behavior or treatment by a student, parent, or guardian of another, including other members of the student body, staff, faculty, and administrators
- Disruption of school activities or willful defiance of valid school authorities
- Violation by a student, parent, or guardian of a policy or procedure as set forth in this student handbook (i.e. student, parent, or guardian have demonstrated they do not value the student's place at the school).

A copy of the complete Suspension and Expulsion policy may be obtained from the school office.

RE-ADMISSION REQUIREMENTS

Thrive is a school of choice. Students who choose to enroll at Thrive must seek re-admission on an annual basis. Thrive has established the following school policies for readmitting students, which include consideration of the following:

- Whether or not the student may have engaged in "disruption of school activities or willful defiance of valid school authorities."
- Whether or not the parent or guardian may have engaged in inappropriate, threatening, or abusive behavior toward staff, faculty, and other members of the community to the point of being disruptive of school activities, school administration, faculty time, or school function as determined by



the CEO of Thrive.

- Whether or not the student and student's family reasonably continue to demonstrate a commitment to the Thrive program.
- Whether there is evidence of noncompliance with the provisions of The Student-Parent Handbook.

After consultation with faculty, staff, and other school-related individuals, our CEO of Thrive Schools bears ultimate responsibility for all readmission decisions. Based upon consultations— a review of the behavior and performance of a student, parent, and guardian, and upon staff observation – readmission to Thrive may not be allowed. Thrive Schools retain the option, at its sole discretion, to enroll students who have previously left. If you wish additional information about this policy, please contact your school Principal for information about this Policy.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day Thrive Public Schools receives a request for access. Please note that the California Education Code permits access within five days of the request.

Parents or eligible students should submit to Thrive Public Schools CEO a written request that identifies the record(s) they wish to inspect. The CEO will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A student's education records will be available for review during the regular business hours of the school day. Parents or eligible students may receive a copy of any information in the student's education records at a cost of 15 cents per page.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Thrive Public Schools to amend a record should write Thrive Public Schools CEO, clearly identify the part of the record they want changed, and specify why it should be changed. If Thrive Public Schools decides not to amend the record as requested by the parent or eligible student, Thrive Public Schools will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before Thrive Public Schools discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Thrive Public Schools Board of Directors. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which Thrive Public Schools would otherwise use its own employees and who is under the direct control of Thrive Public Schools with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record



in order to fulfill his or her professional responsibility.

Upon request, Thrive Public Schools discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thrive Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

5. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))



- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information Thrive Public Schools has designated as “directory information” under §99.37. (§99.31(a)(11))



THRIVE 2014-2015 CALENDAR

Sept	1	2	3	4	5	9/1 Labor Day; 9/2 first day of school
Sept	8	9	10	11	12	Induction week (mini project, get to know you etc.)
Sept	15	16	17	18	19	Induction week (mini project, get to know you) 9/17 start MAP testing
Sept	22	23	24	25	26	9/26 finish MAP testing
Sept	29	30				
Oct			1	2	3	10/3 Professional Development Day (no students)
Oct	6	7	8	9	10	10/6 Targeted Instruction Begins/technology roll-out
Oct	13	14	15	16	17	
Oct	20	21	22	23	24	
Oct	27	28	29	30	31	
Nov	3	4	5	6	7	Daylight Savings ends
Nov	10	11	12	13	14	11/10 Professional Development (no students), Veterans Day on 11th
Nov	17	18	19	20	21	11/17 to 21 Student Led Conferences (minimum days)
Nov	24	25	26	27	28	11/24 to 11/28 Thanksgiving Break
Dec	1	2	3	4	5	
Dec	8	9	10	11	12	
Dec	15	16	17	18	19	12/18 Exhibition 12/19 Last Day of 1st Semester
Dec	22	23	24	25	26	12/20 - 1/4 Winter Break for Staff and Students
Dec	29	30	31			Winter Break Continues 12/20 - 1/4 Winter Break for Staff and Students
Jan				1	2	Winter Break Continues 12/20 - 1/4 Winter Break for Staff and Students
Jan	5	6	7	8	9	1/6 to 1/9 PD Week
Jan	12	13	14	15	16	1/12 First day of 2nd semester
Jan	19	20	21	22	23	1/19 MLK Day
Jan	26	27	28	29	30	
Feb	2	3	4	5	6	2/2 MAP Testing Begins
Feb	9	10	11	12	13	2/10 MAP Testing ends; 2/13 – Professional Development
Feb	16	17	18	19	20	2/16 Presidents Day
Feb	23	24	25	26	27	
Mar	2	3	4	5	6	
Mar	9	10	11	12	13	Daylight Savings begins
Mar	16	17	18	19	20	
Mar	23	24	25	26	27	3/26 Exhibition Night; 3/27 Data evaluation and reflection
Mar	30	31				Spring break
Apr			1	2	3	Spring break (Easter Sunday on April 5th)
Apr	6	7	8	9	10	
Apr	13	14	15	16	17	4/13 to 4/17 student led conferences
Apr	20	21	22	23	24	
Apr	27	28	29	30		4/27 to 4/29 – SBAC (Testing)
May					1	
May	4	5	6	7	8	
May	11	12	13	14	15	
May	18	19	20	21	22	Last week of seminars
May	25	26	27	28	29	5/25 Memorial Day;
Jun	1	2	3	4	5	6/1-6/4 MAP Testing
Jun	8	9	10	11	12	Portfolio defenses start this week
Jun	15	16	17	18	19	6/19 last day of school for students
Jun	22	23	24	25	26	6/22-6/24 Staff Development

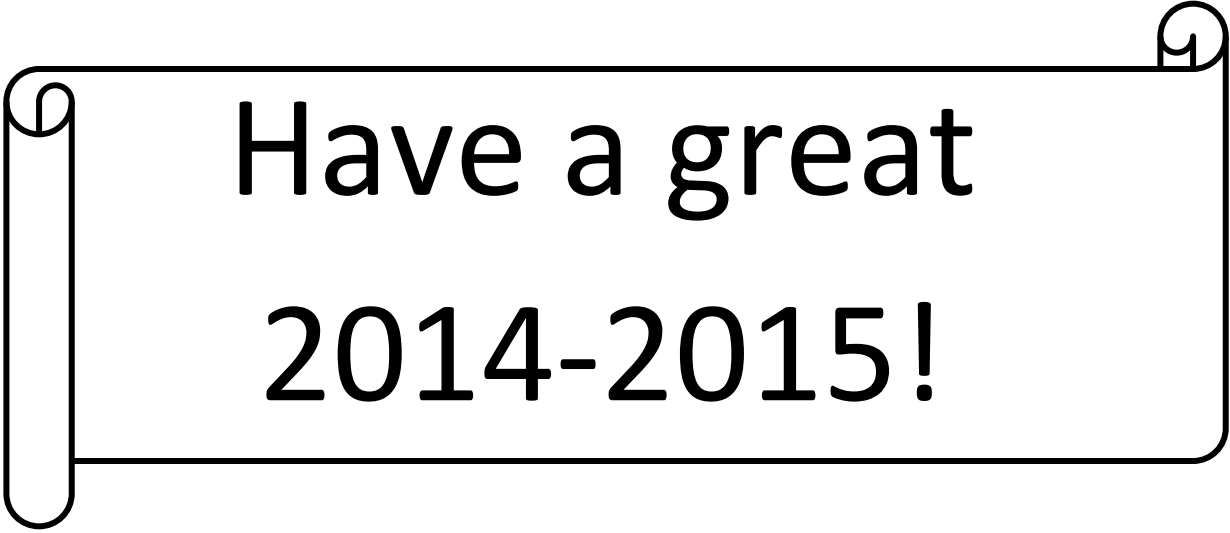
School
Holidays

Professional Development
(No Students)

First/Last
Day of School

Student Conferences
(Minimum Days)





Have a great
2014-2015!

*The way we talk to our children becomes
their inner voice.*

- Peggy O'Mara

*A child educated only at school is an
uneducated child.*

--George Santayana

*You gain every strength, courage and
confidence by every experience in which
you really stop to look fear in the face... You
must do the thing you think you cannot do.*

-Eleanor Roosevelt