



Parent Volunteer Orientation Meeting

(FINAL ORIENTATION FOR THIS YEAR)

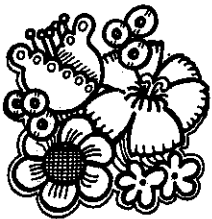


Tuesday
March 22, 2022
6:30 p.m.
Zoom Meeting



Anyone who is interested in volunteering,
and **HAS NOT PREVIOUSLY ATTENDED**
a Parent Volunteer Orientation,
is required to attend this meeting!

Please note that the Parent Handbook and Volunteer Registration Form to be shared at the meeting will be on the Freshwater Website www.freshwatersd.org and can be viewed there or can be printed for use the evening of the scheduled meeting.



Any questions: Contact Sue Nickols at 442-2969

All volunteers will be required to have a completed Volunteer Registration Form, valid TB Testing, or an Adult Risk Assessment Questionnaire and Completion of Testing filled out and signed by a qualified person (listed on the form) as well as Proof of Covid-19 Vaccinations in order to volunteer in the classrooms, on field trips, instructing electives, or any other school activities.

Completed forms should be scanned to smintey@freshwatersd.org or mailed to our school office at 75 Greenwood Hts. Dr., Eureka, 95503.



VOLUNTEER REGISTRATION FORM

School Year _____

We appreciate your interest in your school and your offer to volunteer. An incomplete or unsigned form will not be considered.

A COPY OF YOUR DRIVERS LICENSE MUST BE ATTACHED

Last Name _____ First Name _____ Middle Name _____

Date of Birth ____/____/____ Male Female

Street Address: _____ City: _____ State: _____ Zip: _____

Home Phone: _____ Cell Phone: _____ Business Phone: _____

Email: _____

School(s): _____ Teacher Name: _____

Student(s) Names: _____

Have you ever been convicted of a felony or misdemeanor criminal offense? Yes No If so, please give explanation and statement of sentence imposed. (Conviction does not necessarily disqualify candidate.) Failure to truthfully provide the information requested is cause for disqualification. _____

Emergency Contact Person _____

Emergency Phone _____

Number of Hours Available to Volunteer _____ Grade Level(s) _____

Please state your reason(s) for volunteering for the _____ School District.

Special skills you can offer: (i.e., art, languages, reading, math, drama, music, etc) _____

Personal References (not related):

Telephone Number:

1. _____

2. _____

Do you have any physical or health problems which would prevent you from performing specific kinds of work?

Providing this information will not preclude you from volunteering; it will assist in providing a positive volunteering experience.

Yes No If yes, give details: _____

I certify under penalty of perjury and in conformance with Education Code §35021 that I am not required to register as a sex offender pursuant to Penal Code section 290. I understand that, in accordance with District policy, school administrators will verify this information via the California Megan's Law database.

Signature _____

Date _____

OFFICE USE ONLY:

Volunteer's Supervisor: _____

TB Clearance applicable to district? Yes No

ASCC or fingerprint criminal background check required? Yes No

TB Clearance: _____

ASCC or fingerprint criminal background check (circle one) _____ date

OR

DOJ Megan's Law check required? Yes No

DOJ Megan's Law check _____ date



Adult Tuberculosis (TB) Risk Assessment Questionnaire¹

(To satisfy California Education Code Section 49406 and Health and Safety Code Sections 121525-121555)

To be administered by a licensed health care provider (physician, physician assistant, nurse practitioner, registered nurse)

Name: _____ Date of Risk Assessment: _____

Date of Birth: _____

History of positive TB test or TB disease Yes No

If yes, a symptom review and chest x-ray (if none performed in previous 6 months) should be performed at initial hire.* If no, continue with questions below.

If there is a "Yes" response to any of the questions 1-5 below, then a tuberculin skin test (TST) or Interferon Gamma Release Assay (IGRA) should be performed. A positive test should be followed by a chest x-ray, and if normal, treatment for TB infection considered.

Risk Factors		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Note: A chest x-ray and/or sputum examination may be necessary to rule out infectious TB. ²			
1.	One or more signs and symptoms of TB (prolonged cough, coughing up blood, fever, night sweats, weight loss, excessive fatigue)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2.	Close contact with someone with infectious TB disease	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3.	Birth in high TB-prevalence country** (* ** Any country other than the United States, Canada, Australia, New Zealand, or a country in Western or Northern Europe.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4.	Travel to high TB-prevalence country** for more than 1 month (* ** Any country other than the United States, Canada, Australia, New Zealand, or a country in Western or Northern Europe.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5.	Current or former residence or work in a correctional facility, long-term care facility, hospital, or homeless shelter	Yes <input type="checkbox"/>	No <input type="checkbox"/>

*Once a person has a documented positive test for TB infection that has been followed by an x-ray that was deemed free of infectious TB, the TB risk assessment is no longer required.

¹ Adapted from a form developed by Minnesota Department of Health TB Prevention and Control Program and Centers for Disease Control and Prevention.

² Centers for Disease Control and Prevention (CDC). Latent Tuberculosis Infection: A Guide for Primary Health Care Providers. 2013.

(<http://www.cdc.gov/tb/publications/LTB/default.htm>)



ADULT TUBERCULOSIS (TB) RISK ASSESSMENT QUESTIONNAIRE

(To satisfy California Education Code Section 49406 and Health and Safety Code Sections 121525-121555)

CERTIFICATE OF COMPLETION

To be signed by the licensed health care provider completing the risk assessment and/or examination

Name: _____ Date: _____

Date of Birth: _____

The above named patient has submitted to a tuberculosis risk assessment. The patient does not have risk factors, or if tuberculosis risk factors were identified, the patient has been examined and determined to be free of infectious tuberculosis.

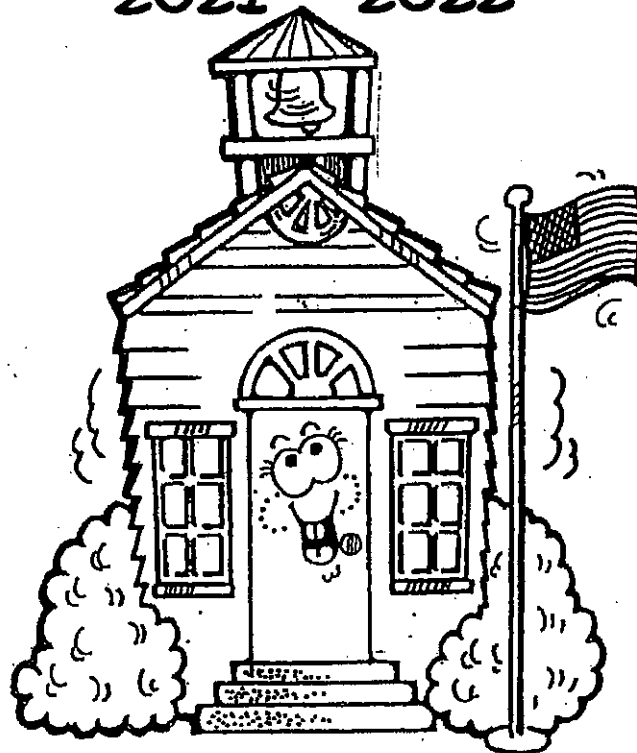
Health Care Provider Signature _____

Please Print Health Care Provider Name _____ Title _____

Office Address: Street _____ City _____ State _____ Zip Code _____

Telephone _____ Fax _____

Freshwater School District
Handbook
for
Volunteers
2021 ~ 2022



Freshwater School
75 Greenwood Hts. Drive
Eureka, CA 95503
442-2969

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STAFF LIST
Freshwater School
2021~ 2022

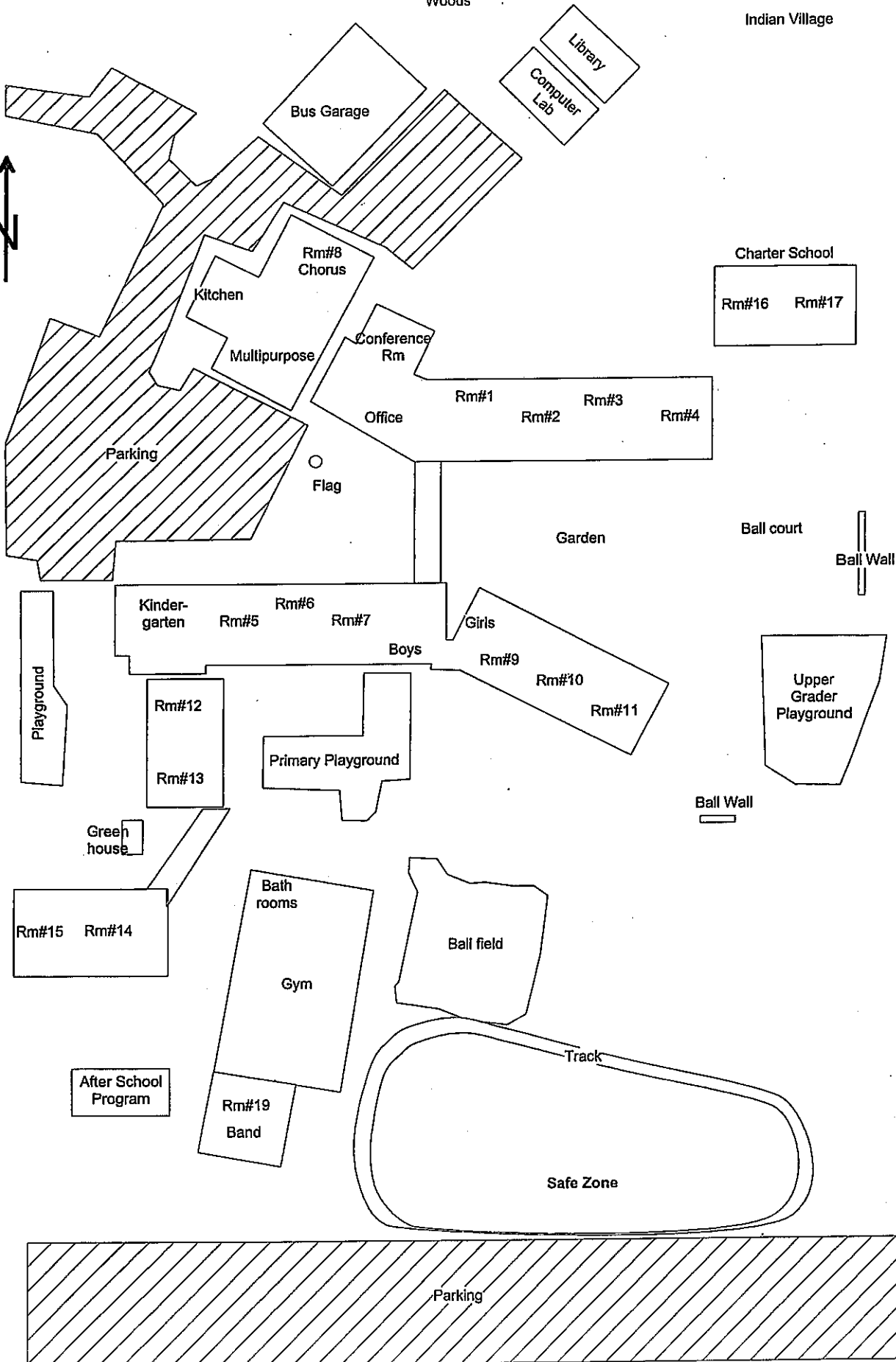
T-K-Kindergarten	Room K	Jenny Reiske Aide: Amanda Walker
Kindergarten	Room 5	Karin Mohrmann Aide: Laura Villalpando
First Grade	Room 12	Liesa Cookman Aide: Aleka Dickerson
First Grade	Room 13	Tiffany Gilbride Aide: K. Kenworthy
Second Grade	Room 9	Danta Stoker Aide: Sydney Bivians Support Aide: Ryan Young
Second Grade	Room 11	Lynn Liebig Aide: Jennifer Kile Support Aide: Aryn Seniff
Third	Room 10	Tina Peretz Aide: Alan Janzen
Third/Fourth Grade	Room 6	Jessica Hummel Aide: KK Tetrault
Fourth Grade	Room 1	Tom Davies Aide: Dell Annaloro Support Aide: Kendra McGowan
Fifth Grade	Room 2	Chrystyna Johnson Aide: Sherry Reeves
Fifth/Sixth Grade	Room 4	Andrew Pierce Aide: Melissa Vasquez
Sixth Grade	Room 3	Kylah Rush Aide: Jordan Nolan
Seventh Grade	Room 17	Jennifer Jones Aide: Bryce Patton
Eighth Grade	Room 16	Dave Haller Aide: Bryce Patton
RST	Room 7	Amy Carlstad Support Aide: Elizabeth Rau
Special Reading Teacher	Room 7	Sandra Wilde
Speech/Language Pathologist	Room 7	Berit Locatelli
Vocal Music/Dance	Room 8	Anna Pinsky
Instrumental Music	Room 18	Ronite Gluck
Counselor	Room 15	Audrey Shears
Superintendent/Principal	Office	Si Talty
Vice-Principal	Office	Sue Nickols
Business Manager	Office	Bernadette Arwood
District Secretary	Office	Stacy Mintey
School Maintenance Supt.	Bus Garage	John Andrae
Custodian	Bus Garage	Jack Surmani
Food Services	Cafeteria	Ryan Young/Becky Koczko
After School Care Director	ASC Portable	Audrey Hildebrand

Greenwood Heights Drive

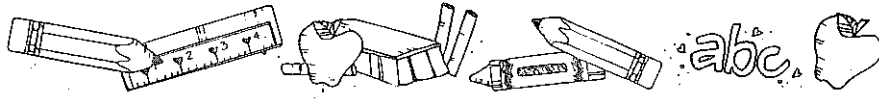


Woods

Indian Village



Freshwater Road



OUR CURRICULUM, SPECIAL PROGRAMS...AND YOU

There are many diverse aspects that make up the total educational process. Even in a small one-school district like Freshwater, you will find many different funding sources, programs, and projects. As a volunteer---you may or may not be involved with these programs. If you learn of something that is going on, do not be embarrassed or hesitant to ask about it. It may be a program that is particularly suited to your skills, interest, time schedule, or other factors that relate to your volunteering.

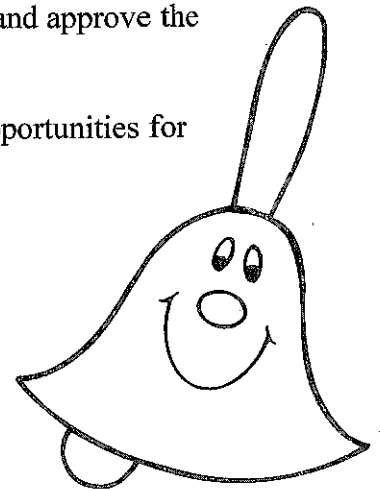
Our basic curriculum, which in part is mandated by the State Department of Education, includes math, language arts, social science, science, health, physical education, art, music, handwriting, and computer technology. These subjects are normally taught in self-contained classrooms. We have special programs that enhance this curriculum: the Annual Folk Festival, Field Day, Science Fair, and holiday programs.

The SIP (School Improvement Program) is funded by the State. It provides funds for our classroom instructional aides, staff in-service, volunteer training, curriculum development. We have a three year plan in which the SSC (School Site Council) looks in-depth at all curriculum areas. We evaluate the present program and determine if there are additional things we can do to improve. The School Site Council is made up of three elected parents and three elected staff members.

Our Title I Reading Specialist is Mrs. Wilde. The Title I Program is federally funded. We use the funds to work specifically on reading and language arts with students who need more individualized instruction.

The Master Plan for Special Education (Resource Specialist Program) provides services to students with exceptional needs. It is a pull-out program where the students spend part of their time in the regular classroom and part of their time with the Resource Specialist Teacher. Our Resource Specialist Teacher is Ms. Carlstad. Staff and parents together write and approve the students IEP (Individual Educational Program).

Within the scope and application of these and other special grants, there are opportunities for parents to become involved in the educational process.



Volunteer Handbook

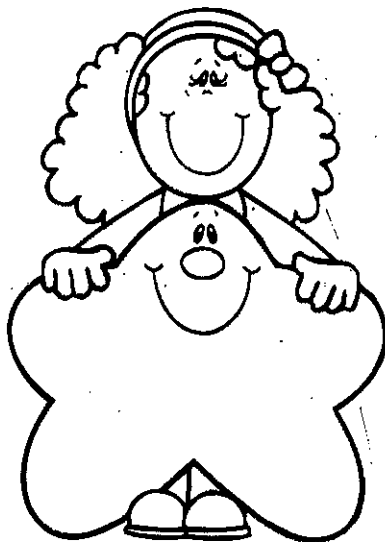


Volunteers Make a Difference

Volunteers play an important and valuable role in education. The volunteer program provides you with an opportunity to increase your knowledge of the educational process. Regardless of the type of volunteer work you do, you will play a key role in helping out our students. You will receive satisfaction for doing an important job and have an opportunity to meet other members of the community. Volunteering may help you acquire new skills and work experience for future jobs. Volunteers enable teachers to maximize their time. Our children benefit from more individualized attention and an enriched curriculum. Teachers, students, administrators, parents, and the community benefit from the work of people like you, who freely share their talents and resources. There is a place for every kind of volunteer talent.

Reasons Why Volunteers Have a Positive Effect on Our Schools:

- Children receive more individualized attention
- The curriculum is enriched
- Community appreciation of school and the educational process is increased
- Instructors have more time to teach and plan
- Discipline problems are reduced
- Children can relate to more adults
- Motivation of children is increased
- Children's respect for adults is increased



How to Become a Volunteer



****All potential volunteers need to complete a Volunteer Registration Form****

Dependent on your duties, volunteers are divided into two categories:

Under Direct Supervision

Volunteers may serve as non-teaching aides under the **direct supervision** and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. *These volunteers are not to be left alone with students nor are they allowed to supervise students outside the presence (visibility) of a certificated employee.* This category does not/but may require fingerprinting or criminal records clearance.

Not Under Direct Supervision

Volunteers may serve as non-teaching aides **not** under the direct supervision of certificated personnel. These volunteers may be assigned to supervise groups of students outside the presence of a certificated employee. **These volunteers are required to be fingerprinted and/or have a criminal record clearance** as authorized by Education Codes 45347, 45349, 435125, 44010, 44011, and Penal Code Section 11105.3 where applicable.

Now You Are a Volunteer!



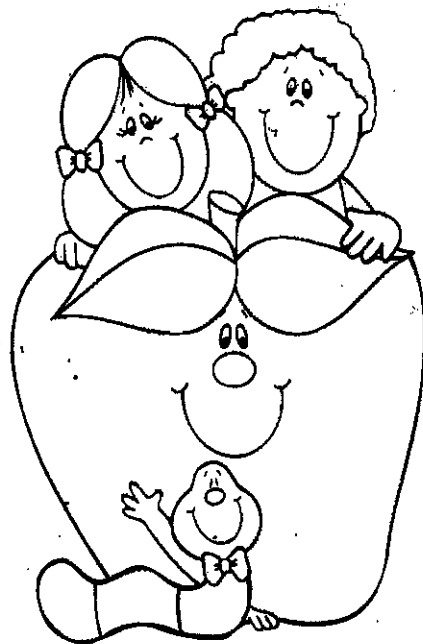
Daily Procedures: When entering the school building, all visitors must register at the main office of the school. This will help us identify your presence in the building so that we may contact you if the need arises.

Absences: If you are unable to make your assignment for any reason, please phone the school office at **442-2969**.

Limitation of Duties: A volunteer is never considered a substitute for a member of the professional staff. Your services are supportive. Your value is in reviewing with individuals and small groups the lesson material once it has been presented by the professional. The volunteer is an extension of the teacher's eyes and ears in the classroom. Your observations are valuable to the teacher who is responsible for content and techniques.

Volunteer Ethics

- The volunteers are, at all times, guided by school policy which they neither make nor violate.
- Volunteers work under the supervision, direction, and guidance of school personnel.
- The volunteers augment the work of the professional school staff but are not considered as substitutes for them.
- **A volunteer should never divulge confidential information to which they may have access in the classroom or in the school.**
- Classroom and student work is always confidential. Please do not discuss student problems with anyone except the teacher.
- Since there are as many different methods of teaching as there are teachers, please do not compare them. There is no one best way to do anything.
- Work positively for the good of our school. Constructive criticism should be directed only to the supervising teacher or a school administrator.





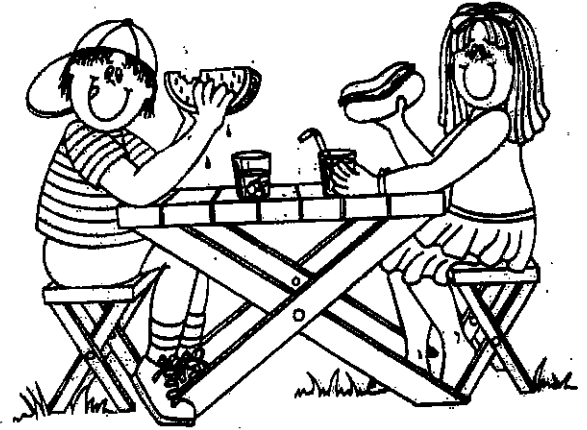
The School Volunteer's Role

As a school volunteer, our role is to support the work of a teacher in assisting students with their classroom work and other activities.

Expectations:

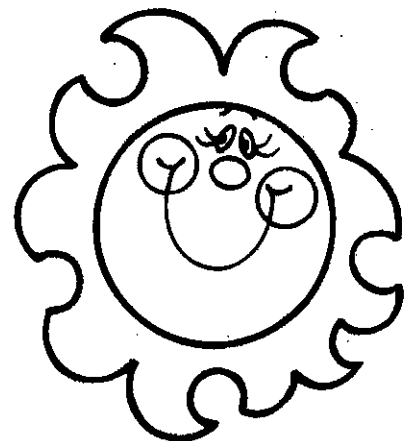
What does the teacher expect of the volunteer?

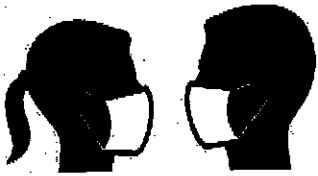
- Promptness
- Flexibility
- Dependability
- Patience
- Professional Manner and dress
- Tact
- Initiative
- Discretion and trustworthiness
- A warm, positive and supportive attitude
- Sensitivity to children's needs
- Respect for the teacher's authority
- Sensitivity to teacher's time needs



What should the volunteer expect of the teacher?

- Clear and professional communication
- Appreciation
- Respect
- Cooperative attitude
- Demonstration of how to use materials
- Organization
- Explanation of specific expectations
- Willingness to help volunteer as needed
- Appropriate assignment of tasks
- Notification of schedule changes
- Materials needed for assigned tasks
- Constructive criticism





Health and Safety Issues



In following the present guidelines of the Public Health Department, it is recommended that Parent Volunteers wear a mask when working in the classroom with students.

Maintain Proper Hygiene:

- First and foremost....**HAND WASHING**
Hand washing is the single most important procedure for preventing the spread of germs and infection.
 - Lather hands with soap and water
 - Vigorously rub together all surfaces of lathered hands for at least 20 seconds
 - Rinse hands thoroughly under a stream of water
 - Dry hands completely with a clean, dry paper towel
- **ALL ROOMS HAVE HAND SANITIZER TO USE AS NEEDED**

No Smoking: Recognizing that exposure to environmental tobacco smoke can cause lung cancer and other illnesses, the board wishes to protect the health and safety of students and employees by providing a smoke free environment.

Drug and Alcohol Free Campus: It is the policy of our district to maintain a drug and alcohol free campus. The use of controlled substances is inconsistent with the behavior expected of employees and volunteers, and subjects everyone to unacceptable safety risks and undermines our ability to operate efficiently.

Blood borne Pathogens: It is the policy of the district to meet federal and state standards for minimizing exposure to blood borne pathogens and other potentially infectious materials in the workplace. Blood borne pathogens are microorganisms carried by human blood and other body fluids. Most approaches to infection control are based on a concept called Universal Precautions. The term "Universal Precautions" refers to a system of infection control which assumes that every direct contact with body fluids is potentially infectious. If you need to provide first aid, first put on rubber gloves. **Contact the custodian to clean up any body fluids.** If, as a volunteer, you have questions regarding universal precautions, please ask your teacher or the principal.

Injuries: If you are injured while volunteering, no matter how slightly, report the accident immediately to your supervisor, who will make a report of the accident and see that you receive first aid.



Characteristics of Children Aged 5 – 8 Years:



- **Physical Characteristics**
 - Full of energy, find it difficult to sit still
 - Tire easily
 - Aware of physical limitations
 - Increasing fine motor skills (example: using scissors, writing)
 - Proud of what they can do physically

- **Self-image**
 - Self image based primarily on what they think others think of them
 - Proud of their own accomplishments; want to be treated as individuals
 - Eager to please adults they admire
 - Becoming more independent of home and parents
 - Flourish from positive reinforcement
 - Sometimes adamant about their likes and dislikes

- **Relationship with Others**
 - Trying out new ways of getting along with others
 - Imitate adults in attitudes and actions
 - Sensitive about feelings – both their own and others
 - Aware of individual difference in physical appearance
 - Still seek acceptance and encouragement primarily from parents and teachers
 - Beginning to develop a sense of right and wrong in attitudes and actions towards others

- **Interest in Learning**
 - Beginning to draw conclusions from practical experience
 - Still have private worlds of fantasy and wonder
 - Eager to learn
 - May surprise adults at times with their insight
 - Eager to try new activities but frustrated by attempting things beyond their capabilities
 - Investigate, experiment, explore, collect anything and everything



Characteristics of Children Aged 8 – 12 Years:



- **Physical Characteristics:**
 - Growing steadily; physically active
 - Differ widely in physical maturity (girls likely to mature earlier than boys)
 - May be maturing sexually and having questions about their bodies
 - Becoming increasingly interested in improving personal appearance

- **Self-image:**
 - Becoming more independent of adults
 - Often frustrated with themselves when they do not measure up to their own expectations
 - Want to make their own decisions
 - Often mention what they would like to be when they grow up
 - Want tasks to perform; want to be useful

- **Relationships with Others:**
 - May be aware of the opposite gender but unsure of relationship; teasing often denotes attraction to the opposite sex
 - Have increased concern about right/wrong (example: lying, cheating)
 - Developing more responsibility for forming and keeping friendships
 - Interested and informed about people around the world
 - Values of peer group generally accepted over those of adults

- **Interest in Learning:**
 - Developing longer attention span
 - Interested in current events
 - Learning to think abstractly
 - Beginning to challenge adult thinking
 - Often try to be perfectionists which can result in frustration



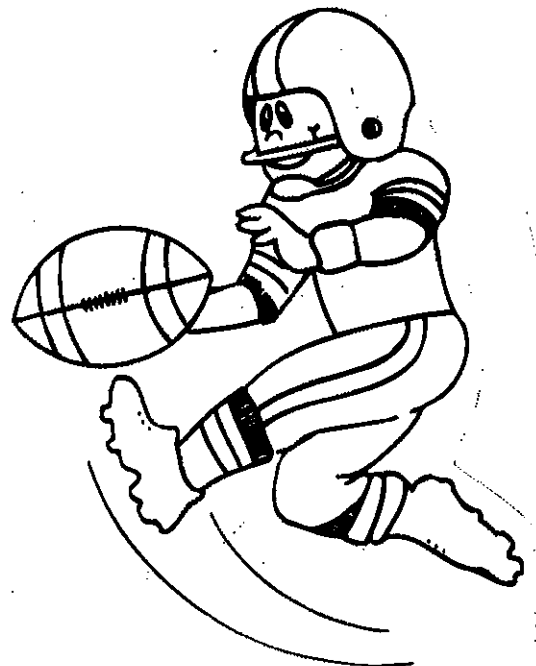
Characteristics of Children Aged 13 -1 5 Years:

- **Physical Characteristics:**
 - Have spurts of boundless energy and periods of dreamy lethargy
 - Vary greatly in strength, dexterity and size
 - Rapidly changing bodies and minds
 - Enjoy exploring and experiencing new things

- **Self-image:**
 - Extraordinarily self-conscious about themselves and the attitudes of others towards them
 - Overwhelming desire to do something well and to receive admiration for the achievement
 - Need to hear that what they do is valued by others whom they respect

- **Relationships with Others:**
 - Parents and families remain primarily important in setting values and giving affection
 - Peers offer needed support, companionship and criticism
 - Eager to understand the possibilities of adulthood (need relationships with adults who are willing to share their experiences, views and feelings)
 - Want to know and understand rules (explicit boundaries help define the areas in which they may legitimately seek freedom to explore)
 - Increasingly able to participate with adults in framing their own rules and limits

- **Interest in Learning:**
 - Enjoy participation in activities that shape their lives and allow them to use their new talents
 - Want to be included in the planning of events
 - Have short attention span; prefer choice of varied tasks that enlist diverse interests and abilities



Effective Ways to Work With a Student

1. Be a good listener. Let the students know they matter. If a student thinks you are not interested in being with them, you will have lose their attention quickly.
2. Encourage students to do their own thinking. Be patient, i.e., give students plenty of time to answer. Silence can mean they are thinking about what they want to say or write. Be sensitive; do not leave a student hanging if they do not know the answer.
3. If you do not know an answer, or are unsure of what to do, admit it to the student(s) and work it out together. Feel free to ask the teacher for help when you need it.
4. Comment or apologize when you make a mistake. It is important that children hear apologies the way adults do, and to know that no one is perfect.
5. Use tact and positive comments. Encourage students. Seek something worthy of a compliment, especially when students are having difficulties.
6. Accept each student for who they are. Correct a student's behavior, not the student.
7. Respect a student's privacy. If a student or a teacher reveals personal information, regard it as confidential **unless** it is something dangerous to the student or someone else. If so, let the teacher or an administrator know prior to leaving that day.
8. Keep your commitment. The students will expect you and look forward to your coming to their classroom. Teachers depend on your support. **If you need to be absent, please call your teacher or the school office.**
9. Be gracious and positive in regards to students' efforts.
10. Maintain a sense of humor! Enjoy yourself!



Freshwater Elementary Playground Guidelines Primary Grades 1 - 3

Areas of Play

For hard-surface games, chasing games, and Black-top Days:

The blacktop area in front of Rooms 9 - 11

For grass sports and chasing games:

The field in its entirety except for gravel road

For Black-top Days and structure play:

The playground area in front of Rooms 5 - 7 and Rooms 12, 13.

Non-Areas of Play

1. Breezeway between Kindergarten and Room 13
2. The Green House area
3. After-School/Day Care playground area
4. Intermediate Playground (3rd gr exception)
5. Gravel road along field.

Playground Equipment

1. Mats:
 - Stay off mats when frosty or icy.
 - Keep mats on the ground, do not pick-up corners.
2. Slides:
 - Sliding down only
 - 1 at a time
 - No walking up the slides
3. Tables and benches:
 - Used for sitting and eating on only
4. Ladder Bar
 - One student at a time
 - 'Start' is at the classroom side,
 - 'Finish' is at the playground side.
 - Climbing up the post to start is okay
 - No 'Chicken fights'
5. Tetherball
 - No climbing pole
 - No sitting on ball
 - No swinging on rope
6. Red Climber
 - No jumping on or off

Blacktop Area

1. Basketball
 - No climbing pole or fence
 - No hanging off net
2. Ball Wall
 - Both sides of wall can to be used
 - Boundary lines are mandatory to keep other non-playing students safe.
3. Foursquare
 - No aggressive rules
 - Use appropriate ball

Freshwater Elementary Playground Guidelines Intermediate Grades 4 - 6

Areas of Play

For hard-surface games, and Black-top Days:

1. Basketball and Tetherball Courts

For grass sports and chasing games:

2. The field in its entirety except for gravel road

For Black-top Days and structure play:

3. The playground area

Non-Areas of Play

These areas are NOT to have students in them unless supervised by their teacher.

1. Indian Village
2. Primary Playground in front of Room 5 - 11
3. Gravel Road along field

Playground Equipment

1. Chips:

- No throwing or kicking chips
- No using chips as weapons

2. Slides:

- Sliding down only
- One at a time
- No walking up the slides

3. Rope Bridge:

- Walking across with hands on guide ropes
- One at a time
- No jumping from

4. Climbing Wall

- No crossing to other side
- No jumping off

5. Turn-Around Bars

- 2 hands on bar at all times
- 1 student at a time.
- Take turns

6. Monkey Bars aka The Perch

- No bouncing or jumping on or off
- No hanging by knees
- Up to 6 students only for 'perching' on top.
Loop arm through side bar for safety.
- Students to share 'perch' time by ½ of length of recess.

7. Slider Bar

- 1 at a time
- No climbing legs or sitting on top
- Please keep hands off of top

Basketball Court

1. Basketball

- No climbing poles or hanging off nets
- Half-court games consist of 2-9 players
- Full-court games consists of 10-18 players

2. Ball Wall

- Court side of wall is to be used only.
- Boundary lines are mandatory to keep other non-playing students safe.

3. Foursquare

- Foursquare ball only
- No aggressive rules
- No kicking balls

SCHOOL BUS RULES

Your cooperation will help in transporting our students with maximum courtesy and safety. Call the school if you have questions.

School Bus Conduct Rules

1. Follow the instructions of the bus driver at all times.
2. Be at the bus stop 5 minutes before the bus is scheduled to arrive.
3. Wait for the bus in a safe place.
4. Form a line facing the direction from which the bus will approach.
5. Wait back at least 6 feet from the edge of the road.
6. Do not approach the bus until it has stopped and the door is opened.
7. Get on the bus in an orderly manner and take a seat, face forward and remain seated at all times.
8. Do not distract the bus driver. Be courteous to the driver and all passengers.
9. Keep voices low and remain silent at railroad crossings.

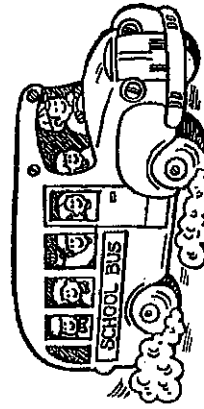
More Rules

1. Learn emergency exits and drill procedures.
2. Keep all body parts inside the bus at all times.
3. Never throw things in the bus or out of the bus.
4. Help keep your bus clean and in good condition.
5. Get on and off the bus only at your designated stop unless you have a note from your parents.
6. Do not bring live animals, glass containers, or large items on the bus.
7. When the bus driver stops the bus to bring a child across the road, remain seated and quiet.

School districts are not required to provide bus transportation under California law. School transportation is a privilege, not a right.

Bus Evacuation and Safety Drills

Every fall, our bus drivers instruct all students in the safe evacuation of the school buses.



Consequences of Breaking Bus Rules

Students who choose to break the safe rules of conduct for the buses will be issued bus tickets. Every bus ticket must be signed by the parent/guardian of the student. There are four steps for bus tickets:

First ticket - parent signature

Second ticket - two days off the bus

Third ticket - one week off the bus

Fourth ticket - end of bus privilege for the year

REMEMBER—all traffic must stop in both directions when a school bus puts on its red lights!

Rules for Students Waiting at School Bus Stops

Please carefully read these rules:

1. Students are technically in school and subject to school rules while at an approved bus stop. While going to and coming home from the bus stop, students must obey all rules relating to walking traffic.
2. Students shall respect all public and private property while walking to/from, or waiting at a designated bus stop.
3. Before the bus arrives, students shall obey the school rules about keeping hands, feet, and objects to themselves.
4. Bus tickets will be issued for breaking rules at the bus stop. Stay at least 6 feet from the road.

Loading and Unloading Procedures

1. Students must assemble in a single line at least 6 feet from the roadway.
2. Students will load and unload one at a time, without being in contact with other people.
3. When the driver makes a "crossover" stop, students to be crossed must wait for the driver to signal them across the road.
4. Students will go directly to a seat once on the bus.
5. Once unloaded, students will get immediately out of the danger zone of the bus, keeping at least 6 feet from the bus.
6. Students shall go directly home, or where they are supposed to go, as quickly and safely as possible.
7. Students must have a note to get off the bus at any stop other than their regular stop. The note needs to include the date.

All students and adults are required to wear masks on the bus until such time as you are advised differently.

FRESHWATER COMMUNITY CLUB

Membership in the Community Club is open to all persons living in the Freshwater area. Parents and community members are automatically members of the Community Club. You have full voting privileges and can hold office. It is not necessary to have children in the school to participate in Community Club projects, activities, or programs. We encourage all of you to become involved with the club. We are totally volunteers and exist only because people from this area are interested and willing to keep this organization going.

There are no dues. However, the club membership sponsors several fund-raising activities each year. Fall Festival, Trunk or Treat, Family Fun Nights, Holiday Boutique, Dolphin Dash, are examples of these activities. The proceeds have been used to provide the school with many fine materials such as a 1/8th mile track, large playground structures, computers, library books, playground equipment, carpeting, stage drapes, sound system, basketball uniforms, soccer goals, picnic tables, band instruments, classroom games and books, science equipment, fine arts supplies, etc. The Community Club also provides food for the end-of-year school picnics. Funds from the Dolphin Dash Fundraiser have supported the continuation of the Visual/Performing Arts Program at Freshwater School, provided new Playground Equipment for the Kindergarten, \$35,000.00 worth of technology equipment including two Chrome Book Carts with 30 computers each for 4th through 6th Grades, Chrome Books for second and third grades, and iPads for the first grade classes as well as Smart TV's for the kindergarten classrooms. Community Club also donated \$10,000 to the school to help support the Athletic Program, \$15,000 for the purchase of an additional Chrome Book Cart for the FCMS Middle School and most recently donated \$30,000 to the school for the purchase of one additional Chrome Book Cart as well as Surround Systems for all of the classrooms. Due to the challenges of Covid-19, we have been unable to fundraise the past two years, but we are looking forward to starting our fundraising campaign in Spring, 2022, with the Annual Dolphin Dash.

We keep an open mind and a flexible approach to determining the club's function and yearly activities. We welcome your ideas, skills, energy, and participation in the Community Club. Our direction is determined by the *active* membership ~ so won't you join us in this valuable resource to the school, the community, and you?

2021 ~ 2022 COMMUNITY CLUB OFFICERS

President ~ Amber Harris
Vice-President ~ Brandy Langer
Co-Secretaries ~ Eileen Hackworth and Melissa Vasquez
Treasurer ~ Kathrine Bridgwater
Room Parent Chairperson ~ Chris Halcomb
Staff Liaisons ~ Sue Nickols and Chrystyna Johnson

A Special Thanks to Our Volunteers...

Thank you for your interest in becoming a volunteer. Your experiences will add a positive dimension to your life. In addition to enriching our school programs, as a volunteer, you will automatically receive the following benefits:

- You will have a hand in shaping a bright tomorrow for children.
- You will have a greater understanding of what children are doing in school.
- You will discover and use the talents you have.
- You will develop understanding and skills that will help you in working with your own children.
- Your own children will grow in confidence, knowing that you are involved.
- You will be rewarded by the love and appreciation of the children and staff.

Thank you!