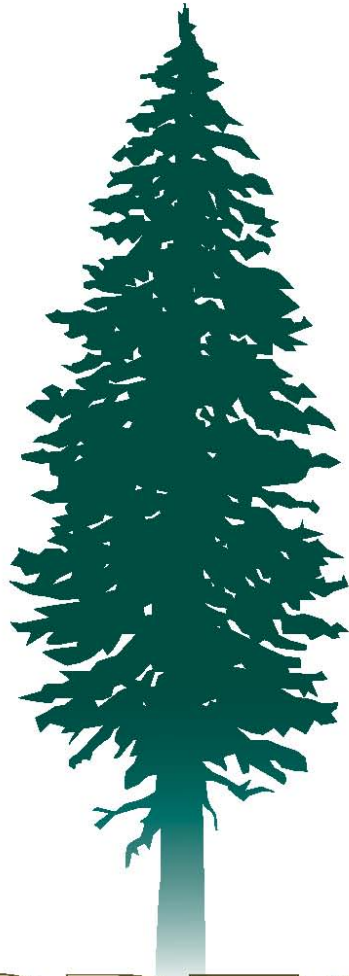


Forest Charter School

Charter Renewal



FOREST
CHARTER SCHOOL
Nurturing the Love of Learning

2019 - 2024



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Forest Charter School

Charter Renewal Petition

Charter Term: July 1, 2019 – June 30, 2024

Submitted to the Nevada County Office of Education on June 6, 2019

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Peter Sagebiel, hereby certify that the information in this petition for renewal of a California public charter school named Forest Charter School (“FCS” or the “Charter School”), as submitted to the Nevada County Office of Education (the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- The Charter School declares it shall be deemed the exclusive public school employer of the employees of Forest Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(6)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code §47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or



association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. Education Code §47605(l)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. California Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]



- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Peter Sagebiel, Executive Director

Date



Forest Charter School's History and Role in the Charter Movement

Forest Charter School opened its doors in fall of 2002 upon the invitation of then sponsoring agency, Twin Ridges Elementary School District. In July 2007 Forest Charter School left Twin Ridges and, along with 5 other charters, joined together under the sponsorship of Nevada County Superintendent of Schools, NCSOS. At this time, these charters forged a unique concept of a charter cooperative, creating the Nevada County Charter Cooperative (NCCC). In 2012, Forest Charter School submitted a new charter petition to the Chicago Park School District and, following denial, received approval of its charter on appeal by the NCSOS for a five-year term, from July 1, 2012 through June 30, 2017. Forest Charter School then received a renewal for a five-year term from July 1, 2017 through June 30, 2022. With this submission, Forest Charter School seeks a five-year renewal term from July 1, 2019 to June 30, 2024.

Forest Charter School entered the Charter School arena with a new, innovative alternative model of education called Personalized Learning. Personalized Learning has its roots in the homeschool movement, where, for decades, parents have privately tailored learning for their children according to their individual needs and preferences. Prior to the 1990s in California, parents had few choices for their child's education: the traditional public school system, a private school, or private homeschooling. In 1992, California's elected officials enacted California's Charter School Act, which established public charter schools as an option for parents, students, teachers, and community members to design self-governing schools within the public school system to meet the needs of their community. Charter schools were envisioned to provide more flexible and innovative opportunities for California students within the public school system.

As the Charter School movement grew in California, so also evolved a partnership between members of the private homeschool community and public educators who saw great educational potential and value in learning opportunities beyond the classroom. The flexibility and innovation provided through charter school law has successfully demonstrated that an effective learning "classroom" goes well beyond the walls of a traditional public school building. The "blended" approach of the Personalized Learning model gives students choice in pursuing their education through avenues such as part-time support classes, on line classes, independent study, or through a variety of other avenues. This flexibility enables students to pursue learning choices that optimize their learning potential according to their individual needs.

Since opening its doors in 2002, Forest Charter School has experienced a great deal of growth. This growth not only indicates that there is a need in the community for this kind of personalized learning approach, but also demonstrates the quality of educational service being offered.

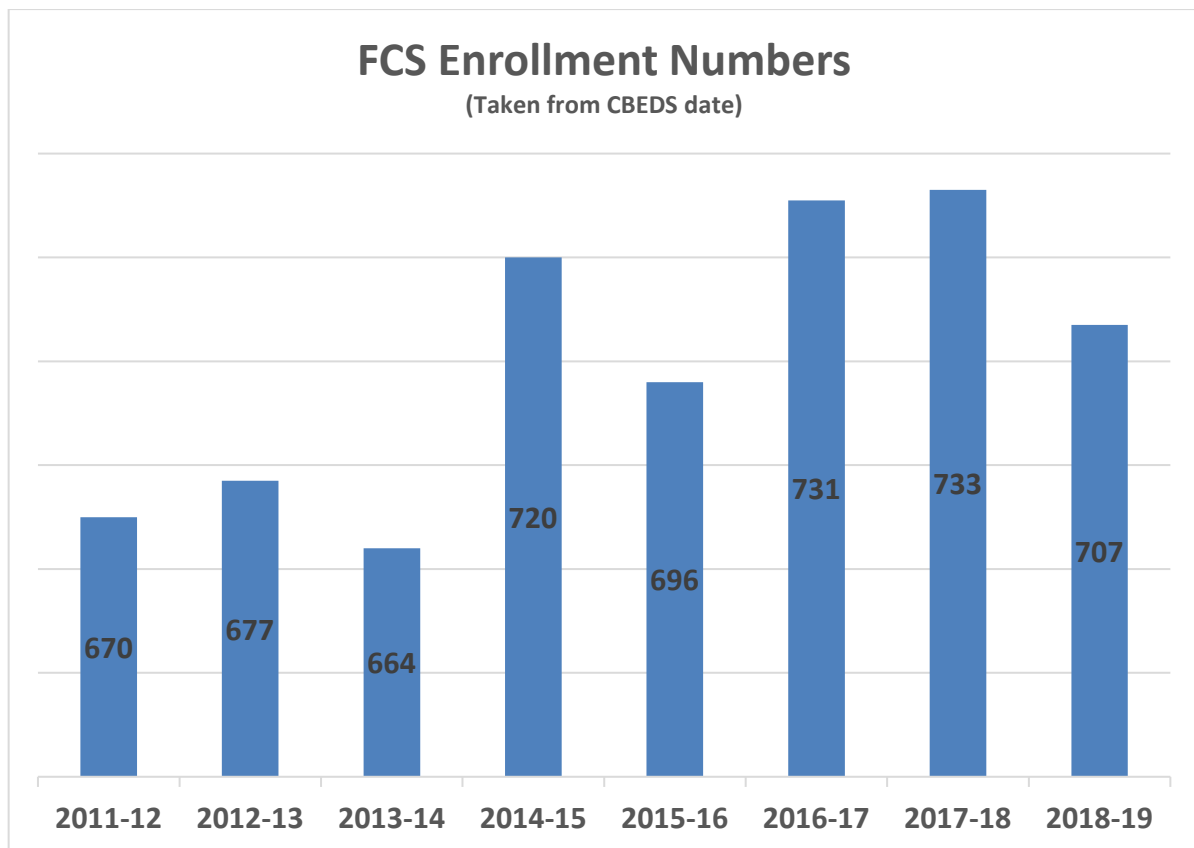


Enrollment Plan

Over its history, Forest Charter School has steadily grown in enrollment. When the school opened its doors on 2002, we began with 203 students and we have now grown to over 750 students. By next fall we hope to grow our enrollment to approximately 825 students by growing our enrollment in the Auburn area.

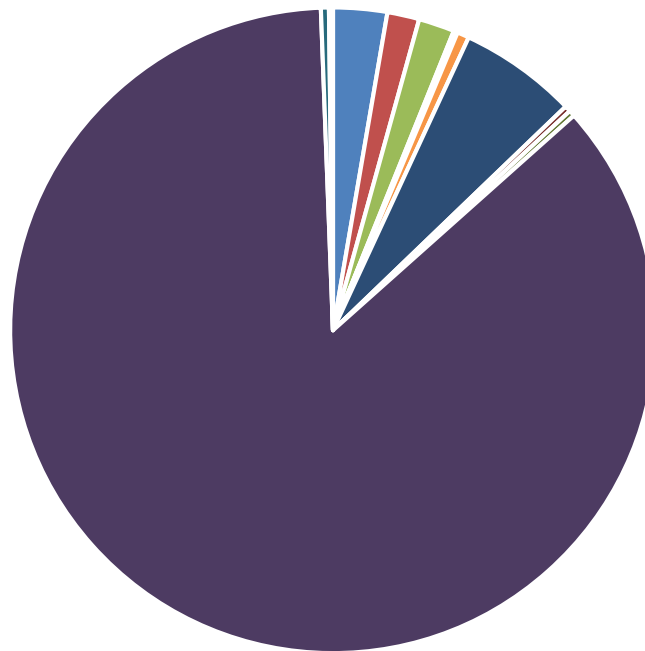
After a thorough analysis, we feel that maintaining an enrollment of approximately 825 students provides us with a strong fiscal position which allows us to provide a variety of programs and supports for our students as well as a competitive salary and benefit plan for our staff. Further, we believe that this enrollment number allows us to maintain our close-knit community which supports the culture that, we feel, has led to our success.

In spite of this intent, Forest Charter School reserves the right to increase enrollment. If Forest Charter School considers growing its enrollment in the future, FCS will re-evaluate the potential opportunity and the impact at that time to determine if increasing enrollment is the appropriate direction for the school to take.





FCS Student Demographics
2018 CBEDS



■ American Indian 2.70%	■ Asian Indian 1.60%	■ African American 0.60%
■ Chinese 0.10%	■ Filipino 0.30%	■ Hawaiian 0.60%
■ Hispanic or Latino 5.90%	■ Japanese 0.30%	■ other Pacific Islander 0.30%
■ White 85.90%	■ Mexican American 0.40%	■ Salvadoran 0.10%

Successes and Accomplishments of the Prior Charter Term: 2017-2019

- Awarded a six-year Western Association of Schools and Colleges (“WASC”) Accreditation term in 2018
- Expanded our UC a-g list of approved classes to 72 courses, including honors classes
- Refined Math, ELA and writing benchmarks for grades K-8
- Implemented a system to monitor proper placement in high school math classes
- Implemented a system to monitor math progress in high school classes → low performing students are supported through our intervention program
- Implemented a system to identify students with low grades and to articulate intervention steps
- Maintained a part time Intervention Specialist to coordinate intervention efforts with struggling students identified by benchmark assessments and/or other means
- Made chromebooks available for students in grade 6-12 to support student learning
- Implemented a parent training program to support parents homeschooling their children
- Invested in a data analysis program and improved our data analysis process
- Grew enrollment from approximately 690 students to approximately 750 students
- Maintained a strong fiscal balance



- Competitive salary and benefit package for our staff
- Increased Learning Center Instructor Salary and developed a schedule for increases
- Increased admin presence in Truckee and Foresthill learning centers
- Student participation and success in county tournaments
- Student participation and success in county STEAM Expo
- Refined online PO ordering process for curriculum, materials, etc.
- Developed more curriculum to support STs and students and housed this curriculum in an online system for easy access
- Improved science facility/equipment to support wet labs
- Internet network upgrade at all learning centers
- Increased student activities and club opportunities
- College and Career Center Accomplishments
 - Maintained a direct contact with Sierra College to support our students taking classes there. This has also resulted in Sierra College providing admission presentations and counseling at our school on an annual basis
 - Forged relationships with local scholarship funders
 - Maintained relationships with numerous four-year colleges who now send representatives to meet with our students
 - Engaged in preliminary steps and various trainings to begin building a CTE program
 - Connected with Butte County CTE (Region 1) Trainers
 - Met with another Personalized Learning School to see how they implement a CTE program in a Personalized Learning School
 - Started building our first CTE pathway (Industrial Manufacturing)
 - Expanded college advisory class which provides weekly guidance with college search and admission process to all learning centers
 - Provided financial aide workshops to parents and students
 - Provided college visits for approximately 300 students.
- Safety Improvements/Supports
 - Added part time mental health counselors in Nevada City and Truckee
 - Participated in Trauma Informed Education training at a local conference and at the county
 - Provided various suicide prevention trainings
 - Provided mindfulness staff training – brought this information to students/families
 - Updated Health Curriculum to meet new requirements
 - Implemented Public School Works for required staff trainings
 - Continue to update and refine safety procedures and trainings
 - Provided mental health wellness check-ups through Nevada County Behavioral Health
 - Developed character curriculum
 - Developed a school code of conduct
- Students with low CAASPP scores provided extra tutoring through a state grant
- Added an Auburn Learning Center to support students and staff in this area.
- Implemented a tracking system to help evaluate staff in specific duties
- Implemented an online portfolio system
- Began to pilot an online Learning Record, Master Agreement and enrollment system
- Provided staff training in Google suite
- Implemented Google Classroom in many Learning Center classes
- Raised participation rate for CAASPP
- Provided parent/student trainings and workshops at Auburn Learning Center



- Expanded parent communication through Parent Square
- Increased presence on social media
- Developed a summer curriculum to help students bridge educational gaps

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(c)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

As was agreed upon with the County Office of Education, Forest Charter School is not conducting an analysis of how our scores compare to other schools in the county.

AND

4. Title 5, California Code of Regulations Section 11966.5(c)(1) states: “When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.



The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (For Data confirmation, please see CDE Data Quest. Links to each specific Data Quest report for Forest Charter School are available in Appendix A - Links to specific Data Quest Reports)

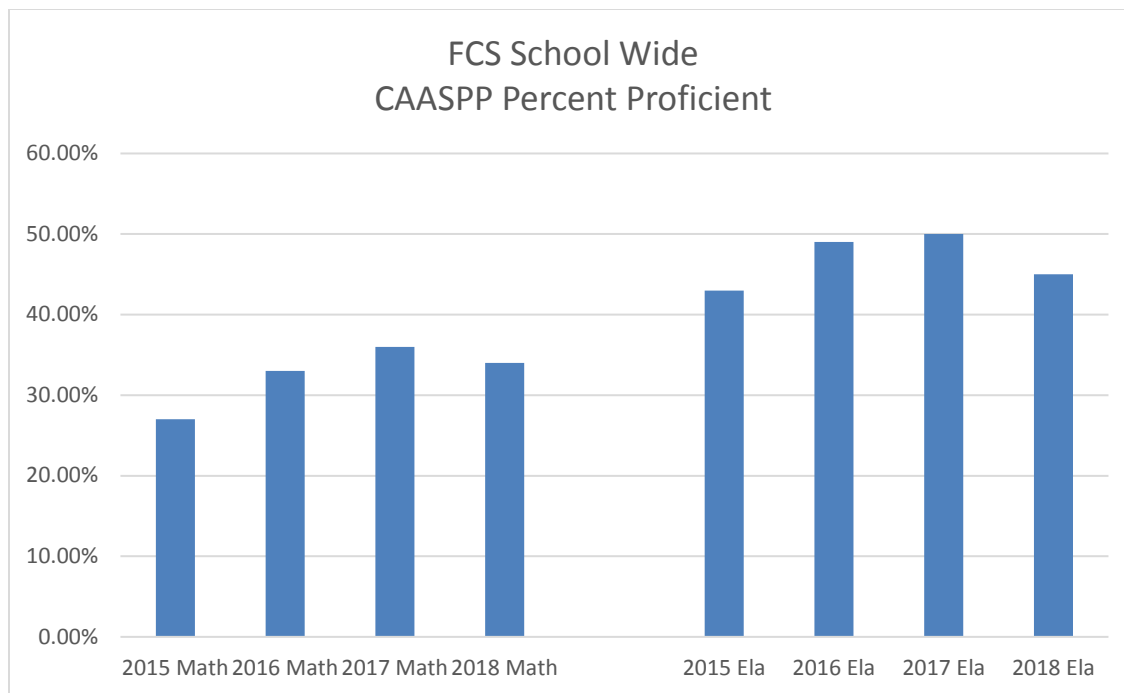
Analysis of Forest Charter School Data (Education Code Section 52052(f))

Forest Charter School California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	43%	49%	49.55%	44.94%
	Math	27%	33%	35.70%	33.51%
White	ELA	43%	50%	51.43%	47.14%
	Math	27%	34%	37.59%	36.45%
Economically Disadvantaged	ELA	33%	41%	45.22%	35.89%
	Math	17%	23%	22.53%	18.71%
Students with Disabilities	ELA	24%	25%	17.77%	13.47%
	Math	11%	10%	11.11%	16%

Analysis of CAASPP Schoolwide and Subgroup Data

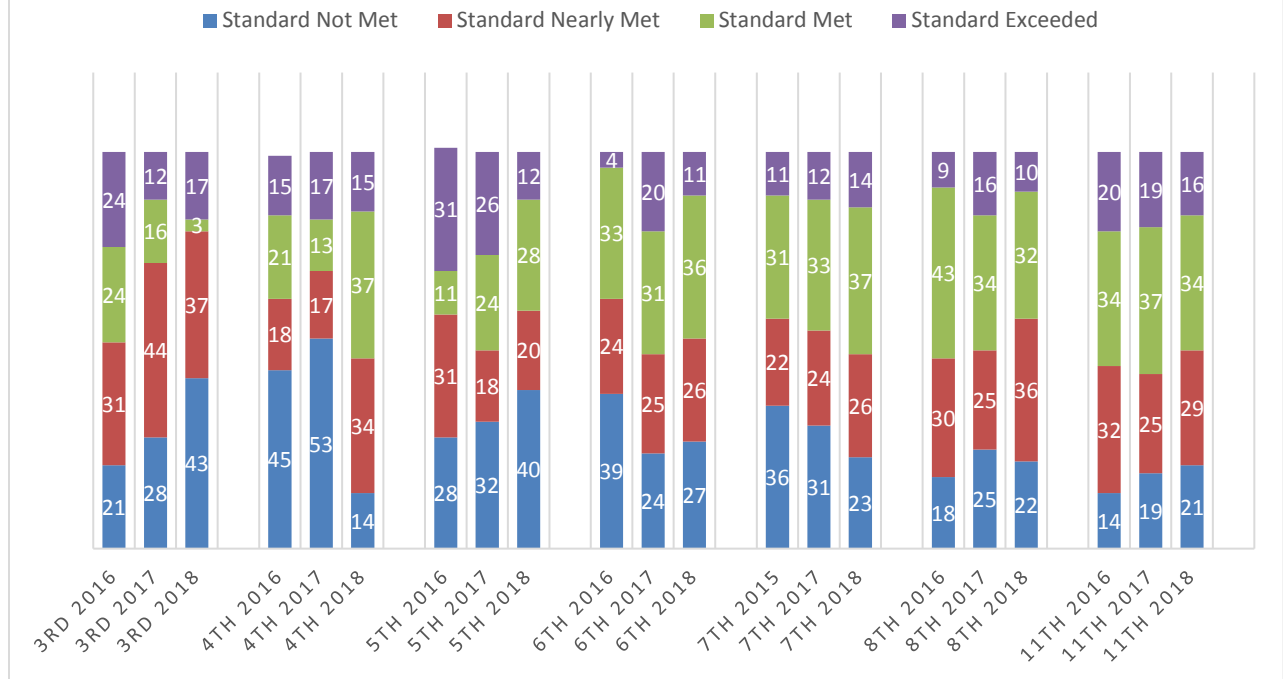
We are pleased that almost all of our schoolwide scores and our subgroup scores show an upward trend. We realize that we had a general dip in scores in 2018, however, most are less than the 5% window articulated on the school dashboard and these scores are still higher than they were in 2015, again demonstrating an upward trend. Further, our Students with Disabilities sub group is very small (53 students participated in 2017 and 65 students participated in 2018). Because of the small number of students, scores tend to change more dramatically.



The FCS School Wide CAASPP Percent Proficient bar graph above provides a graphic representation of the schoolwide scores articulated in the previous table.



FCS 2016-2018 CAASPP ELA RESULTS (PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)

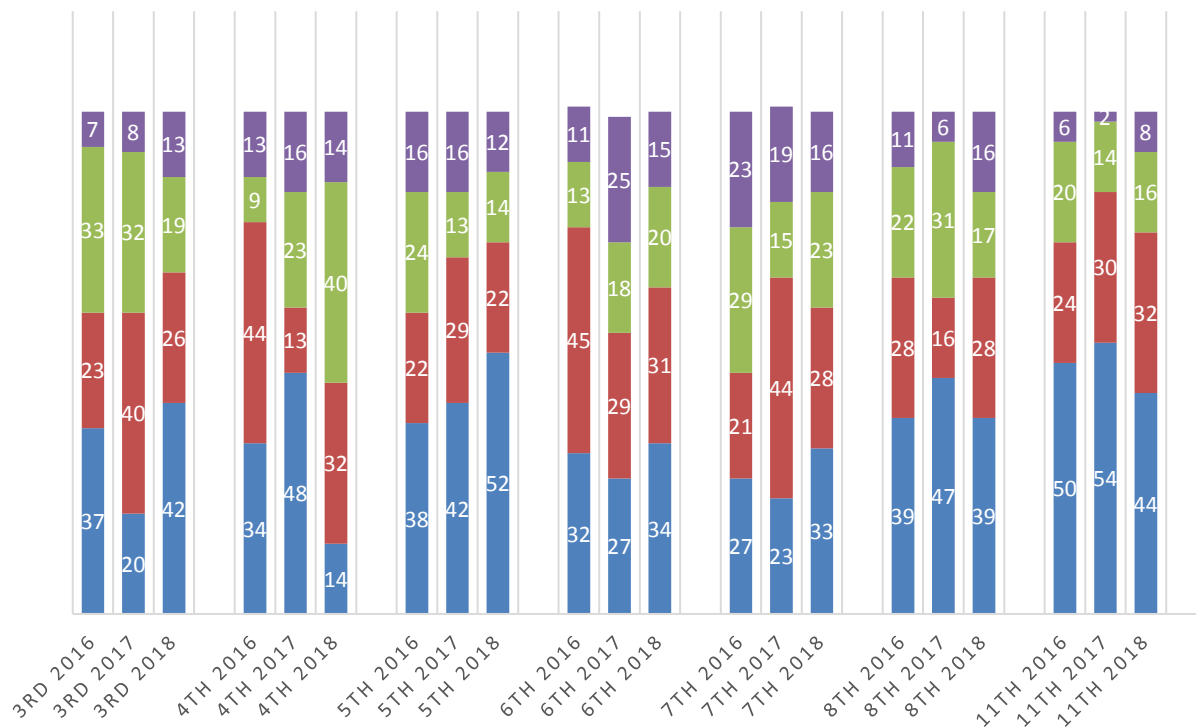


This graph shows the percent of students in each performance level in ELA by grade. If you follow a class for three years, there is a general growth trend in the students who score “Standard Met” and above.



FCS 2016-2018 CAASPP MATH RESULTS

■ Standard Not Met ■ Standard Nearly Met ■ Standard Met ■ Standard Exceeded



This graph shows the percent of students in each performance level in math by grade. If you follow a class for three years, there is a general growth trend in the students who scored “Standard Met” and above. In the older grade levels, the groups do not make the same gains; this could be attributed to a higher mobility rate in grades 6-8.



Analysis of School Dashboard

We are proud of the scores on our School Dashboard. Our Chronic Absenteeism, Suspension Rate, and our Graduation Rate are all excellent and demonstrate our strong culture and student support. Our College/Career rate is lower than we want, but we recently discovered that many of the honors courses our students were taking had not yet been approved for our a-g course list and therefore were negatively impacting our College/Career score. We have had several honors courses approved by UC this spring, and we anticipate that this score will improve in the future.



Student Group Report for 2018

[Pivot Data L](#)

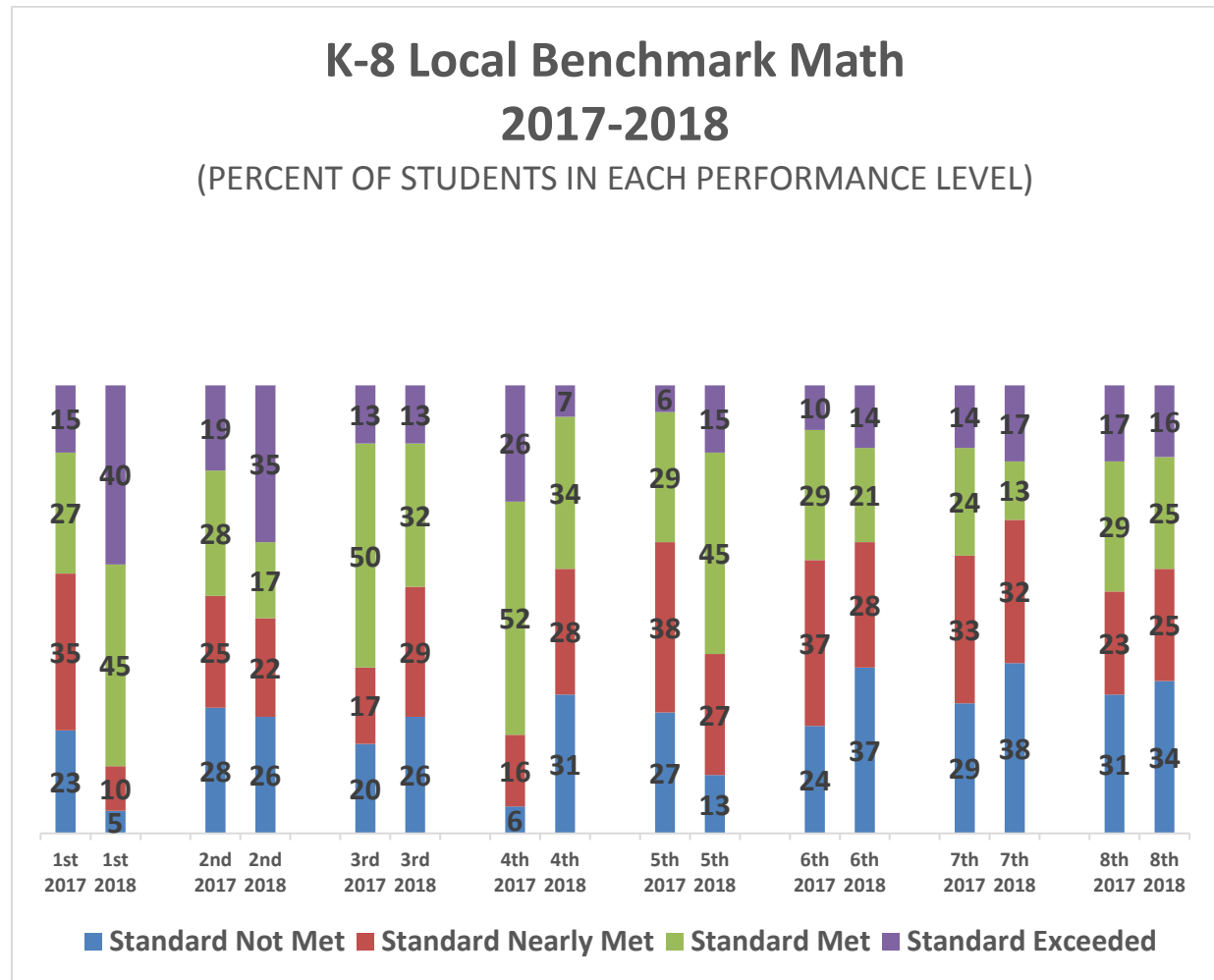
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Blue	Green	Orange	Orange	Orange
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Blue	Green	Yellow	Orange	Orange
Students with Disabilities	Green	Blue	None	None	Red	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Blue	Green	Yellow	Orange	Yellow
Two or More Races	None	None	None	None	None	None

Analysis of Student Group Report

This student group report shows the performance level (by color) for each performance area and each student group. As indicated above, our strength is in Chronic Absenteeism, Suspension Rate, and Graduation Rate. We want to improve our ELA and math scores and we are putting a great deal of effort into our intervention program to try to improve these areas. These efforts will likely impact our College/Career score, but we also believe that this category will improve with all of the new a-g class approvals we have obtained this year.

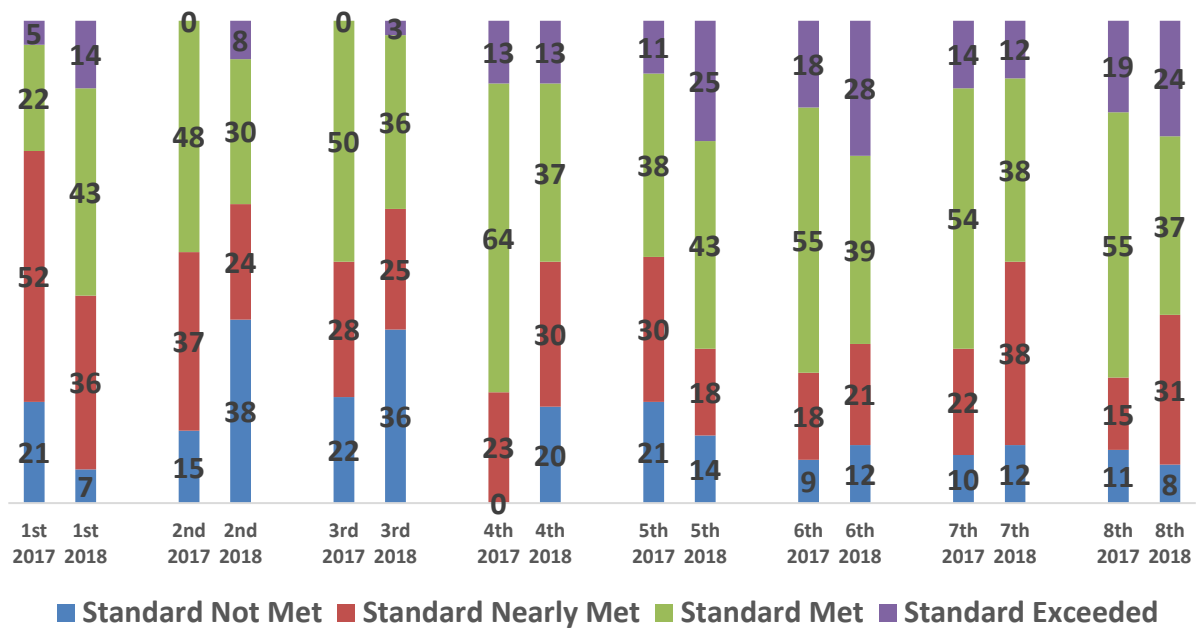


Analysis of Local Benchmark Assessments (Education Code Section 52052(f))



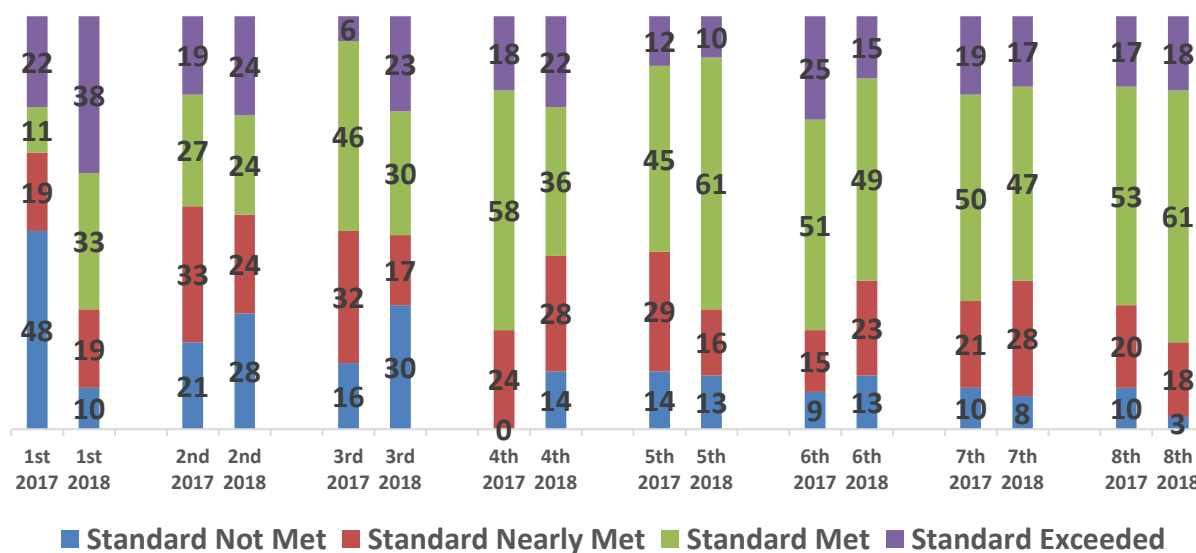
K-8 Local Benchmark Writing 2017-2018

(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)





K-8 Local Benchmark Reading 2017-2018 (PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)



Local Benchmark Analysis

Benchmark reading and writing scores are higher than CAASPP ELA, but these assessments were adopted to be a screener. When we began the benchmark assessments, our primary goal was to identify low performing students so we could start them in our intervention program and provide support in their areas of weakness. If we want these scores to more accurately reflect CAASPP scores, we would need to change our ELA benchmark to NWEA which provides a more detailed analysis.

The math benchmarks more accurately align with the CAASPP scores. This is most likely due to the our using NWEA, which is a more robust assessment tool. We wanted to focus on our math scores which have traditionally been lower than our ELA scores. We were concerned that if we required both ELA and math in NWEA that we would not get as much participation. And, we were concerned that this requirement could lead to less participation of CAASPP testing. Our population is strongly resistant to standardized testing so we decided to implement these tests slowly.

We only have two years of data because we recently changed our assessment tool and changed the benchmark scoring to align with CAASPP scoring. In the long term, this will provide better, more comparable data, but for now, the change does not allow us to accurately compare these benchmark scores with our older assessment tools and older scoring model. We also recently found a data analysis system that will allow us to break down our benchmark scores so that we can compare these scores with



our CAASPP scores and analyze how our subgroups are scoring on our local assessments verses state assessments. We look forward gathering this information.



Element 1. EDUCATIONAL PROGRAM

***Governing Law:** The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)*

***Governing Law:** The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)*

***Governing Law:** If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605(b)(5)(A)(iii)*

For the purposes of this Personalized Learning program, Forest Charter School designates K-8 as Elementary and defines core academic subject areas as the following:

- English Language Arts
- Mathematics
- Social Science
- Science

Targeted School Populations

Forest Charter School is available to all students of legal TK-12 age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, Forest Charter School is staffed to enroll approximately 825 K-12 students. Due to the restrictions from Education Code Section 51747.3, which limits the enrollment of students outside of the sponsoring county in order to operate a Learning Center, Forest Charter School closely monitors enrollment of students from the contiguous counties.

Forest Charter School will seek to reflect the general population group in the areas served. Forest Charter School will establish the means and ways for each family with enrolled students to participate fully with the support needed to access all curricula and programs. Forest Charter School, as a public school, does not charge fees or tuition. Further, FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.



Forest Charter School will serve families who desire a standards-based yet flexible and personalized learning approach to education, using independent study as the primary method of instruction. This program will focus on supporting the following student groups:

1. Students who have been attending Forest Charter School's personalized learning program.
2. Students who are struggling academically in the traditional classroom setting.
3. Students of all ability levels, including but not limited to, special education, college/ preparatory, and gifted.
4. Students who want to combine career and technical training with their core academic subjects.
5. Home schooled students who want the support and accountability of a standards-based public school.

Attendance

Forest Charter School will follow all applicable independent study laws regarding attendance as set forth in California Education Code including, but not limited to, the required number of instructional minutes and school days. In addition, each year, the Supervising Teacher must create an attendance portfolio of student work samples for each student in preparation of Forest Charter School's yearly audit. Two work samples per course per semester are required for the portfolio.

What it means to be an educated person in the 21st Century

Forest Charter School believes that being an educated person in the 21st century requires students to be more self-directed, discerning, and thoughtful. Students are now in the position of obtaining information instantaneously in several mediums; therefore, the task for schools to prepare students with the skills to discern credible sources is more critical than ever. Students must learn to not only use the technologies that are such a pervasive part of the world in which they live, but also how to safely and thoughtfully navigate these avenues. Further, due to the incredible pace with which the world is changing, students need to learn how to make learning a life-long, self-motivated pursuit. Students need to be able to think critically about issues, thoughtfully question ideas and opinions, and clearly communicate ideas as well as learn to self-advocate by maturely speaking with adults in a safe environment. By nurturing the talents and passions of our students, Forest Charter School will help them achieve the skills needed to be a functioning and contributing member of their community and their greater world.

General Academic Skills and Qualities

- Proficient in essential literacy skills
- Proficient in essential math skills
- Communication skills
- Understanding of the Scientific method
- Research/investigative skills
- Technological skills
- Critical thinking

General Non-Academic Skills and Qualities

- Problem Solving
- Ability to create positive change



- Respect and integrity
- Identify and pursue personal interests and passions
- Develop a healthy lifestyle
- Develop self-awareness
- Learn to collaborate

How Learning Best Occurs

Mission/Vision Statement

Forest Charter School is committed to nurturing the love of learning in all students. By cultivating a staff of dedicated personnel, Forest Charter School pledges an ongoing and expansive environment of educational excellence. The cornerstone of our Personalized Learning Program is positive collaboration on the part of students, parents and professional educators. The ultimate mission of Forest Charter School is to honor the student's individual learning style through options in the selection and implementation of effective curriculum to prepare him/her for success in the 21st century.

Educational Philosophy

At Forest Charter School, parents/guardians, Supervising Teachers, administrators, support staff and, most importantly, the student make up a dynamic and collaborative team that works together to inspire a life-long love of learning. While Forest Charter School falls under Independent Study law, Forest Charter School philosophically approaches education as a Personalized Learning School and operates on the fundamental belief that each student is an individual and thus thrives with a personalized approach to his or her own education. Personalized Learning seeks to nurture each student through positive and supportive communication and engagement among administration, parents, teachers, and students. Forest Charter School has found that by nurturing each student's own educational program, a love of learning develops. The unique nature of Forest Charter School's program allows students to foster life-long academic and social skills, self-confidence, responsibility, independence, and creative expression.

Personalized Learning is a unique public education model that is tailored to the needs and interests of each individual student; this model honors and recognizes the unique gifts, skills, passions, and attributes of each child. Personalized Learning is dedicated to developing individualized learning programs for each child that meets California state standards. The intent is to engage each child in the learning process making it productive, relevant, and meaningful, and as a result, optimizing the student's learning potential and success. The key attributes that comprise the Personalized Learning model are based upon a solid foundation of the latest educational research findings regarding how students learn most successfully. These attributes include the following:

- A strong emphasis on parental involvement
- Personal Attention
- More one-on-one teacher and student interaction
- Attention to differences in learning styles
- Student-driven participation in developing the learning process
- Access to Technology
- Varied learning environments
- Teacher and parent development programs



- Choices in standards-based curriculum programs

Forest Charter School is designed to educate students in grades K through 12 who need or desire an alternative learning model to traditional site-based education.

Forest Charter School believes learning best occurs when:

- Individual students learning styles, backgrounds, and needs are adapted to their educational program
- Students experience tasks that challenge them and require perseverance, craftsmanship, imagination, self-discipline, and achievement
- Students are actively engaged in learning experiences, which are integrated across curriculum areas and are meaningful within the context of their present and future lives
- Students are engaged in real-life studies, engaged with experts in their fields, and are working on authentic projects
- Learning opportunities provide information with which to ponder and experiment
- Students have time to reflect, synthesize and ultimately assimilate what they have learned

Forest Charter School's Program

Forest Charter School is a K-12 WASC accredited school that offers the following choices of educational delivery overseen qualified California credentialed Supervising Teachers:

- Individualized programs
- Homeschooling support
- Cooperatives
- Small group instruction
- Tutoring
- Online courses
- Career Technical Education ("CTE")
- Community college opportunities
- College and career classes and resources
- Field studies/Internships

Program Implementation (Framework for Instruction)

Student Enrollment

Forest Charter School values an enrollment process that informs students and families of the educational program and the expectation of this model. Currently, interested students and/or parents/guardian will complete the online form (on our website) to begin the enrollment process. New students who have been admitted to the Charter School are asked to come into the office for an orientation meeting with their parents/guardians. The purpose of this meeting is to give students and parents/guardians an overview of Forest Charter School's personalized learning program, including program options and curriculum choices. At the conclusion of the orientation meeting, the family is given an enrollment packet that includes all the required registration information. After the orientation meeting, the team assigns a Supervising Teacher to the student based on matched personalities, educational philosophies, and desired program



instruction. Collaboration begins with the Supervising Teacher, student, and parent creating a dynamic educational team. If a family is unable to come in for an orientation meeting, their inability to come in will not impact their ability to enroll in Forest Charter.

Once assigned to a Supervising Teacher, the student and parent/guardian will meet with the Supervising Teacher to finish the enrollment process, including creating a student learning plan, signing a Master Agreement, and receiving curriculum and/or materials. The Master Agreement identifies the courses to be completed by the student. The Master Agreement is a set of expectations signed by the student, the parent, and the Supervising Teacher. For elementary and middle school students, standards-based courses in language arts, mathematics, science, and social science are taken as well as physical education and special interest electives. At the high school level, courses on the Master Agreement lead students to a California high school diploma.

Following enrollment, the student and parent must meet with their Supervising Teacher regularly at learning period intervals to create assignments, turn in and evaluate work completed, and discuss progress made toward completing the student's goals. The Supervising Teacher records the evaluation of student work on a Work Record. Additionally, the student's attendance is recorded at this meeting.

Students who successfully complete Forest Charter School's personalized learning program actively learn to be:

- Self-motivated, competent, lifelong learners
- Responsible
- Self-starters
- Pro-active
- Creative thinkers

No admission test is required prior to enrollment. However, upon enrollment, Forest Charter School will assess the student's academic levels. Such assessments will not be used as a means to prohibit or discourage students from attending. Rather, they will be used to develop an appropriate, tailored educational program for that student.

Instructional Approaches (Role of Supervising Teacher)

The Supervising Teacher ("ST") is an integral part of the daily operation at Forest Charter School. Each ST holds a current California teaching credential and funnels information between the Forest Charter School office, the administration and each family. Forest Charter School believes in equal participation between student, parent, and Supervising Teacher as both a legal and philosophical obligation.

Once a student enrolls with Forest Charter School, the student is assigned to a Supervising Teacher. The Supervising Teacher directs and oversees the implementation of each student's individual learning program in conjunction with the needs and wants of the family. The Supervising Teacher uses multiple tools to create each learning program including, but not limited to, previous State test score reports, report cards and transcripts, diagnostic testing, and input from families. Each Supervising Teacher aspires to support student success through building a relationship of trust, confidence and respect.



In addition, the Supervising Teacher assures that the work (i.e. curriculum) is aligned to the California State Standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and all other applicable state content standards (hereinafter “State Standards”). If the Supervising Teacher deems that the curriculum chosen to support the student’s personal learning style does not meet all State Standards, then the Supervising Teacher will supplement the course so that all standards are met. If necessary, the Supervising Teacher will consult with the appropriate Forest Charter School subject-specific department chair to ensure proper curricular alignment.

The Supervising Teacher regularly meets with each student and family to:

- Assess learning styles
- Assess student progress with assigned curriculum (formative assessment)
- Monitor student gains
- Assess student’s overall comprehension of assigned curriculum (summative assessment)
- Make recommendations regarding curriculum and materials
- Align curriculum to State Standards
- Align curriculum to students’ interests and strengths
- Facilitate fieldtrips and other information from Forest Charter School
- Manage and monitor compliance issues, such as attendance, collection of work samples, and State testing
- Be the main contact and support for each student

On a daily basis, the Supervising Teacher supports students and families through making regular contact via phone, Internet, and face-to-face meetings. The Supervising Teacher checks on student progress by logging onto Forest Charter School’s learning management system, contacting instructors and checking in with students. The Supervising Teacher also monitors each student’s Instructional budget by working with the Forest Charter School business office to track curriculum orders that have been placed, fill out learning set-up forms for tutoring and enrichment activities, and monitor other costs associated with courses a student takes. The Supervising Teacher is also responsible for making sure families receive curriculum they request or order from Forest Charter School.

Forest Charter School believes it is imperative to match Supervising Teacher and students based on shared learning styles and personalities. Whenever possible, Forest Charter School administrators match students with a Supervising Teacher based on information collected through the orientation process as well as the grade levels in which a Supervising Teacher specializes. It is Forest Charter School’s belief that elementary and middle school students and families need to be nurtured in a different way than high school students and families. Personalizing each student’s program reinforces to students and families that Forest Charter School is a safe educational environment in which the student will be valued and respected.

Response to Students Performing Above or Below Grade Level

Forest Charter School supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English Learners. The nature of Forest Charter School’s personalized learning program inherently allows Forest Charter School staff to



support student learning and success by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. Supervising Teachers also recognize that students have unique needs in each subject area. (For example, a student may be advanced in math, but at grade level in reading.) By personalizing each learning plan, students benefit by participating in a program tailored to their abilities as well as support from all the available resources Forest Charter School has to offer.

Program Options

Forest Charter School serves students of all grades and ability levels and prides itself in offering many different program options within an independent study model. The state's independent study laws and policies govern Forest Charter School. However, within this framework, Forest Charter School creates a program that is suitable to each student's unique needs. Forest Charter School has created relationships with organizations and vendors to help provide students with choice and flexibility that will encourage all students to grow as well as to meet and exceed standards recognized by the State of California. Each student, guided by his or her Supervising Teacher, creates a student learning plan, usually blending at least two of the program options within Forest Charter School's program. Forest Charter School is unique because each student can create a program that will never look like another student's program; Forest Charter School believes it has as many student learning plans as students enrolled. Therefore, it is difficult to strictly articulate the Forest Charter School educational program because it is always in development based on the ever-changing needs of our students. To better understand some of the options enjoyed by our students, please refer to the following major pillars that currently make up Forest Charter School's program.

Homeschool/ Independent Study

Homeschool/independent study is the foundation of Forest Charter School's entire program. By participating in Forest Charter School's homeschool/independent study program, students have the maximum amount of flexibility within the Charter School's program options. For the purposes of defining Forest Charter School's programs, homeschool students get the majority of their instruction from a parent in the home whereas independent study students tend to access the course content independently, or through an instructor (this instructor could be a Forest Charter instructor, an online teacher, a community college professor, or some other expert in their field). Although it is difficult to pinpoint, homeschooling tends to transition toward more of an independent study structure when the student reaches higher-level math and science courses and/or when the student begins high school.

Independent Study: Students and their parents rely on a Forest Charter School Supervising Teacher to guide and help structure a student learning plan that works for the student's needs and learning style while still aligning to California state standards. Forest Charter School's Supervising Teachers support each student to help him/her reach his/her potential. With an independent study student, the Supervising Teacher works with the student and family to identify the options that will best support the student's learning and long-term goals.

Homeschool: Forest Charter School supports families who choose to homeschool their children. Forest Charter School supports and encourages homeschool families by providing accountability through an accredited public school. Families who choose to homeschool their child direct their child's education and are supported by a Forest Charter School Supervising Teacher, a California credentialed teacher. Since



Forest Charter School is a California public school, we support California content standards that provide the homeschooling parent with a framework of educational goals by grade level.

Homeschooling parents have a wide variety of choices in accomplishing these goals while nurturing their child's unique talents and gifts. Each family who chooses to homeschool their child holds a specific belief and philosophy about education. Some of these philosophies include: the schoolroom method, classical education, themed unit studies, interactive learning, inquiry learning and project based learning. Forest Charter School further provides support by pairing homeschool families with a Supervising Teacher who is educated in these specific methods and embodies the family's preferred educational philosophy.

Supported Independent Study Instruction through Learning Center Classes

Forest Charter School offers a unique blend of directed independent study. Students can opt to take core and/or enrichment courses through qualified California credentialed teachers at each of Forest Charter School's learning centers. These courses aim to support students and parents by guiding students through curriculum presented by credentialed teachers in small groups. This structure provides weekly on-campus support classes and tutoring in core and elective subjects. Each year, a schedule of courses is available for students to choose from. Whenever appropriate, these courses are designated as college-prep. If a student would like to take one of these courses as an honors level course, the student and ST arrange additional time and work with the course instructor to design and discuss the additional expectations and quality that will be expected.

In addition, tutoring is also often available through writing and math labs. This tutoring is not restricted to students attending these courses; any Forest Charter School student may attend these lab times on an as-needed basis. Forest Charter School also offers an array of elective courses at the Block Classes, such as but not limited to art, music, and choir. Elective courses help students meet college and career goals as well as round out a student's schedule.

Some of the instruction offered supplements the homeschool/independent study work completed by students. These classes enrich the curriculum designed and implemented by the Supervising Teacher, parent, and student. Block Classes also serve to give students the opportunity to meet other students socially and participate in school activities such as harvest festivals, holiday open houses, and other celebrations.

Cooperatives K-12

Cooperatives are small learning communities that focus on academics and social interaction while still maintaining a personalized approach. Forest Charter School has created cooperatives so students can share their passions and make discoveries with their peers.

In these cooperatives, students take part in a unique blend of classroom and non-classroom learning. Cooperatives aim to create a program that effectively balances the best of homeschool with the best of a school community.

The Supervising Teacher of each cooperative facilitates activities and oversees the independent study work students complete. Forest Charter School cooperative Supervising Teachers believe the sky is the limit in terms of students furthering study on topics of interest and they encourage students by helping them develop projects and other creative ways to approach their learning. During their time at home,



students engage in one-on-one personalized instruction, while in the cooperative classes, students collaborate, cooperate, teach and inquire. Each cooperative focuses on a different theme such as but not limited to the environment, peace studies, or global issues. Students wishing to participate in these cooperatives are looking for the following:

- Inventive and challenging standards-based curriculum that encourages students to investigate, problem solve, collaborate, and make thoughtful decisions
- Hands-on, thematic projects requiring creativity and ingenuity
- A safe and supportive environment where each student's gifts are celebrated
- Recognition of multiple intelligences in assessment and instruction
- A small learning community
- Have access to group and one-on-one tutoring
- Build close and lasting relationships with peers and teachers

In all high school cooperatives, core curriculum is available to prepare students to advance on to college successfully.

Online Classes

Forest Charter School offers multiple opportunities for students to engage with online education as another option within the Charter School's program. Forest Charter School actively investigates online education vendors so that Supervising Teachers can recommend online programs that will work well for students' differing learning styles. By taking online classes, students explore how technology plays an important role in a diverse array of 21st century issues while taking challenging and engaging core classes that will prepare them for a technological world after high school. Students combine online and in-person learning to create a highly personalized and customizable learning experience. Students who choose this option are looking to:

- Have many different online core and elective courses available
- Be exposed to a wide variety of technology classes such as computer graphics, animation, computer game design, programming and web design.
- Have access to group learning and one-on-one tutoring opportunities.

Community College (Academic Enrichment)

Students attending Forest Charter School have the opportunity to attend classes through their local community college. As per common practice, students who choose this option receive both high school and college credit on their high school transcript. Forest Charter School has built a strong relationship with the local community college. Forest Charter School supports the community college by following all policies and procedures in recommending students for enrollment in community college classes. Forest Charter School does not restrict students from taking courses at the community college level. Students meet with their Supervising Teacher and career advisor to discuss the appropriate placement within a community college program.



Career Technical Education

Forest Charter School participates in a local Career Technical Education program that serves students in both Nevada and Placer counties. CTE provides students with relevant career pathway training to meet the needs of local industries. Forest Charter School students may take courses that would not be available to them if they attended other local high school programs because of their more flexible school schedule. Forest Charter School supports CTE by upholding the procedures and guidelines CTE sets forth. Forest Charter School students participating in CTE must follow all attendance and classroom policies pertaining to each CTE course. Forest Charter School students and parents provide all transportation to and from CTE programs. Students who wish to participate in CTE are looking to:

- Demonstrate a strong work ethic and effective time management skills
- Perform professionally as individuals and team members
- Use appropriate business etiquette and protocols
- Make effective decisions using relevant career information
- Demonstrate skills and strategies to gain employment
- Learn the qualities, skills, and education necessary to be successful
- Understand trends that affect careers and the need for lifelong learning
- Identify interests, career pathways, and a plan for ongoing educational options

Employment Education

Forest Charter School's Employment Education curriculum provides students with valuable information so that students will be prepared and successful in the work world. This curriculum design includes community-based learning as well as academic instruction, which aligns with Forest Charter School's philosophy. The purpose of Employment Education is to provide learning opportunities through paid or unpaid employment, internship, or vocational experiences.

Community Vendors

Forest Charter School is committed to supporting and encouraging a number of diverse activities and learning experiences. As a result, Forest Charter School offers students and families the opportunity to take lessons and classes through community vendors. Community vendors serve Forest Charter School students by providing instruction from qualified, real-world experts who have knowledge and/or facilities in areas Forest Charter School cannot provide as an independent study program. Forest Charter School believes that as a personalized learning program, students should have the best instruction in elective/enrichment activities such as art, music, and tutoring; community vendors partner with Forest Charter School to fill this important need.

Community Engagement

Forest Charter School wishes to engage students in their community by providing them the opportunity to participate in diverse community activities. All activities sponsored by Forest Charter School enrich learning while maintaining a safe experience for students. Forest Charter School does this by:

- Offering school-organized field trips
- Partnering with community organizations to solve local issues



- Inviting guest speakers to present on topics of study

Chromebooks

Forest Charter School makes chromebooks available for all students in grades 6-12 to use as a tool to enhance their learning opportunities. Not only does this tool allow students access to technology and an opportunity to learn various programs that will enhance their learning as well as their employment prospects, it also opens up more opportunities to round out their personalized learning plan. Students can explore things from educational videos to primary documents to fully supported online classes. In addition, chrome books offer the following benefits:

- Strong communication between the teacher and student
- Faster feedback from the teacher
- Supports organization through the use of Google calendar
- Stores handouts and assignments in one place
- Allows for communication and collaboration between classmates through features such as chat, email, group projects, peer editing, etc.

High School Graduation Requirements and Course of Study

Forest Charter School believes in supporting a well-rounded education. In support of this belief, the Charter School's graduation requirements and course of study exceed the state's minimum graduation requirements. Forest Charter School's graduation requirements allow students maximum flexibility in choosing a course of study aligned with each student's personal educational goals. Each student is encouraged to create a high school graduation plan by completing Forest Charter School's Recommended Course of Study for College Bound Students. Forest Charter School's Recommended Course of Study for College Bound Students is aligned with college admission requirements through the National Association for College Admission Counseling ("NACAC"), as well as the UC/CSU recommended course of study (Appendix B – High School Graduation Requirements).

Forest Charter School's Graduation Requirements and Forest Charter School's Recommended Course of Study for College Bound Students can be found in Forest Charter School's High School Course Catalog. The information contained in Forest Charter School's High School Course Catalog is available to each student through his/her Supervising Teacher and can also be found on Forest Charter School's website.

Forest Charter School's graduation requirements closely mirror other local high school programs. Forest Charter School has purposefully chosen to mirror other school's graduation requirements, as there is a degree of student mobility among the high schools within this geographical region.

Forest Charter School believes it is important for students to be introduced to topics in career pathway information before graduation. In keeping with this belief, Forest Charter School adopted two additional graduation requirements: Career Advisory and Contemporary Skills. The Career Advisory class is typically taken as a tenth grader and covers topics such as job skills, goals, skills assessment and an opportunity to explore potential career paths. The Contemporary Skills class is typically a twelfth grade class that focuses on real-world financial literacy, internet-safety, and a career component that prepares students to make future occupation and lifestyle choices. Forest Charter School feels that these classes promote well-rounded students who will be productive and successful adults in the work world or in college.



Forest Charter School's personalized learning program provides students and their families the flexibility to work with rigorous and challenging curriculum that reflects the student's ability and goals. As a result, Forest Charter School offers core courses for general studies credit, college-prep credit, honors credit, and College Board approved Advanced Placement credit. A student and his/her Supervising Teacher will determine which type of credit each core course will be as evidenced on the student's Master Agreement. Each type of course will also be noted on the student's high school transcript.

All work attempted and completed by a Forest Charter School high school student is recorded on a high school transcript. The Student Records and Student Services office maintains a computerized transcript system. The College and Career team as well as Forest Charter School administrators utilize the transcript system to determine a student's grade point average. Any school making an official written request for a student's cumulative file will be given a copy of a current transcript. The transcript will show work completed through prior schools as well as credits earned from Forest Charter School.

While Forest Charter School believes in encouraging all students to keep their educational options available by pursuing a course of study that will enable them a good chance of being admitted into college, FCS also recognizes and honors students who have goals other than attending college.

College & Career Center

Forest Charter School recognizes the importance of students receiving crucial information related to the college admissions process as well as the career and technical world. To address this, Forest Charter School hired a team of college and career advisors to support students and staff. The mission of the college and career team is to help each student design and plan a post high school path. The college and career team relays information from post-secondary institutions as well as career sectors to the Supervising Teachers so that they can advise students in taking appropriate courses to help students meet personal goals. The Forest Charter School college and career team members meet with students and parents in one-on-one sessions as well as in a group setting through seminars. In addition, the college advisors have developed a College Advisory Class. This class allows students to explore post-secondary college options including two year, four year and vocational programs. The emphasis placed on maintaining a full college and career center demonstrates the importance Forest Charter School places on each individual student by helping them to fully realize a personalized learning program's ultimate outcome: student success.

English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Forest Charter School will comply with all applicable state laws regarding English Learners, which includes, but is not limited to, the following:



- Home Language Survey: Forest Charter School will give each enrolling student the state-required home language survey.
- English Language Proficiency Assessments for California (“ELPAC”): Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency (ELPAC Initial Assessment) within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. All ELs will take the ELPAC Summative Assessment every year until they are reclassified as fluent English proficient.
- Any new student identified as an English Learner will be paired with a qualified Supervising Teacher who holds a California Teacher of English Learners (“CTEL”), Crosscultural, Language, and Academic Development (“CLAD”), or Bilingual, Crosscultural, Language, and Academic Development (“BCLAD”) certification.

Strategies for EL Instruction and Intervention

To best guide each student classified as an English Learner, Forest Charter School will work as a team to guide and instruct each particular student. This team will consist of the student, parent/guardian, and the Supervising Teacher who holds a CTCL, CLAD, or BCLAD certification, and other individuals involved with the student’s instruction. The team will meet to select curriculum that will best serve the EL student. The Supervising Teacher will monitor and evaluate the student’s progress on a monthly basis. In addition, the Supervising Teacher will modify the curriculum based on informal assessments. Forest Charter School always takes each individual student’s needs into consideration when choosing curriculum for ELs.

The instruction for the student will be primarily delivered in English, using such approaches as Specially Designed Academic Instruction in English (“SDAIE”). EL students will also receive additional support, focusing on their English language development skills.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- o Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- o Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- o Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- o Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.



Student Support Team (“SST”) Process – Response to Intervention (“RTI”)

Forest Charter School focuses on providing early intervention in order to support student learning. The intervention coordinator is available to consult with individual Supervising Teachers as they choose curriculum and plan for new and struggling students. If a student is not making adequate progress (as indicated by benchmark and state test scores, or parents, or teachers) an SST meeting is scheduled. The SST process is a general education function although, at times, the special education team is consulted or invited to a meeting in order to tap into their specific skills/knowledge. The SST team meets to identify the student’s strengths and needs in order to determine the best steps and curriculum to address these needs. Then, student progress is monitored and reported back to the SST team at subsequent meetings (Appendix C – SST Process; Appendix D - RTI Flow Chart).

Transferability and Eligibility of Classes

Forest Charter School is WASC accredited, which offers a variety of benefits. This certification validates the integrity of a school’s program, assures that a manageable system of change and self-evaluation is ongoing, and heightens the likelihood that a school’s credits will be accepted by other public and private schools.

Forest Charter School offers a full menu of courses that meet the A to G admission requirements for the University of California and the California State University. To view the list of Forest Charter School courses that are a-g approved visit the UC a-g course list at the following link:

<https://hs-articulation.ucop.edu/agcourselist#/list/search/institution>.

All coursework completed and credits earned at Forest Charter School offer full transferability to other public high schools and may be considered to meet college entrance requirements. However, final decisions regarding which Forest Charter School credits/courses to accept are up to the school to which the student transfers.

Parents are notified each year regarding the transferability of classes through Forest Charter School’s annual parent notification process.

Special Education

Forest Charter School supports all students in special education. Since the guiding philosophy of personalized learning is to create an individual learning plan for all students, accommodating students with individualized educational programs (“IEPs”) is a natural fit with Forest Charter School. In addition to adapting the curriculum, Forest Charter School is committed to providing all necessary accommodations, modifications, and services in order for each student to access his or her education.

Forest Charter School is its own local educational agency (“LEA”) for the purposes of special education, and is a member of the Nevada County Charter Services Authority (“NCCSA”), a California joint powers agency. NCCSA provides educational and administrative services and support to members. The services include special education administration, staffing – such as school psychologists, special education teachers, speech and language pathologists, and aides – and related goods (testing materials, etc.) and services, as well as oversight of all special education staff and related activities.



Forest Charter School's plan for delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Special Education Local Plan Area ("SELPA") and all legal guidelines.

Forest Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

Services for Students under the IDEA

Under the federal Individuals with Disabilities Education Act, or IDEA, Forest Charter School identifies and evaluates students who have disabilities and offers them IEPs for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes, at a minimum, a student's Supervising Teacher (general education teacher), special education teacher, parents/guardians, and a representative of the school administration who is empowered to commit resources such as staff time or funding. By law, Forest Charter School is required to carry out provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes placement in programs, services, supports, modifications, accommodations, and specialized equipment (if indicated) necessary to provide a free and appropriate public education. Students with disabilities participate in general education, including participation in nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Forest Charter School has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options and related services includes the following:

- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech and occupational therapy, and educational-related mental health services
- Placement in a Special Day Class for portions or all of the school day
- Placement in a County Special Day Class or a Special Day Class on another local district campus
- Placement in a Non Public Day School
- Placement in a Non Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited



to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at Forest Charter School is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration.

Section 504 of the Rehabilitation Act

Forest Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. Forest Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied benefits a free and appropriate public education, or otherwise be subjected to discrimination under any program of Forest Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Executive Director or designee and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student as well as any other relevant information such as the meaning of the evaluation data, placement options, and possible accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination whether or not an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.



If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Forest Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, any necessary modifications to the plan, and if the student is still eligible.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii), a reasonably comprehensive description of Forest Charter School’s annual goals and actions, both schoolwide and for each subgroup of pupils, to achieve the Eight State Priorities as described in Education Code Section 52060(d), can be found in Forest Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending Forest Charter School, including our numerically significant student subgroups. The metrics associated with these goals help Forest Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available on our [website](#). Forest Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Forest Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Forest Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School.



Element 2. MEASURABLE STUDENT OUTCOMES

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B)*

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description Forest Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Forest Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending Forest Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Forest Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available on our [website](#). Forest Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Forest Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Forest Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School.

School-Wide Student Performance Goals

(Taken From 2019 Forest Charter School LCAP Expected Annual Measurable Outcomes)

Priority 1: Basic Services

- Rate teachers are appropriately assigned and fully credentialed
 - Have 100% of teachers appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials
 - Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair
 - Maintain an overall rating of “good” based on our SARC report

Priority 2: Implementation of State Standards

- Implementation of CCSS



- o Provide collaboration opportunities for the teachers to work on understanding and implementing the state standards including ELD standards
- o Provide 2 half day professional development trainings.
- o Provide a \$100 allowance per teacher and administrators to attend approved professional development opportunities.
- o All students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers will use ELD Standards and California State Standards (CSS) in math and English Language Arts.

Priority 3: Parental Involvement

- Efforts to seek parent involvement
 - o FCS will conduct one parent survey per year
 - o Teachers will conduct a learning record meeting each learning period (approximately once per month) with each family (parents and students).
- Promotion of parental participation
 - o Parents will be contacted directly via email to encourage participation in the parent survey.
 - o Participation at monthly learning record meetings will continue to be required.

Priority 4: Pupil Achievement

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring standard met or standard exceeded on the CAASPP will increase by 2%
- API score
 - o Currently no API score is available. When the new state and/or federal accountability measure(s) become available, we will meet or exceed such target(s), as applicable
- UC/CSU Requirement
 - o Percent of students meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient
 - o 100% of EL students will improve by at least one level on the ELPAC
- EL reclassification rate
 - o FCS will reclassify 100% if its eligible EL students
- AP exams with 3 or higher
 - o Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams by 2%
- Share of pupils determined prepared for college by EAP
 - o Share of pupils prepared for college based on EAP score will increase by 2% in both math and ELA

Priority 5: Pupil Engagement

- Attendance rates
 - o Maintain attendance rates of approximately 97%
- Chronic Absenteeism
 - o Chronic Absenteeism is not an issue at this time. Maintain chronic absenteeism of less than 1%
- Middle school dropout rates
 - o Middle school dropout rates are not an issue at this time. Maintain middle school dropout rate of less than 1%



- High school dropout rates
 - Reduce high school dropout rate by 1%
- High school graduation rates
 - Increase high school graduation rate by 1%

Priority 6: School Climate

- Pupil suspension rate
 - Suspension rate is not an issue at this time. Maintain a suspension rate of less than 1%
- Pupil expulsion rate
 - Expulsions are not an issue (zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures
 - Maintain positive rankings on staff/parent survey regarding school climate
 - Question #1 – I feel that my child is safe/supervised at the learning center – maintain the percent who strongly agreed or agreed at 85% or better
 - Question #2 – The teachers show respect for the students – maintain the percent who strongly agree or agree at or above 90%
 - Question #3 – The students show respect for other students – Increase the percent who strongly agree or agree by 2%

Priority 7: Course Access

- Pupils access and enrollment in all required areas of study
 - Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

Priority 8: Other Pupil Outcomes

- The percentage of students in grades K-8 meeting or exceeding the grade level standards in reading based on FCS local benchmark results will increase by 1%
- The percentage of students in grades K-8 meeting or exceeding the grade level standards in writing based on FCS local benchmark results will increase by 1%
- The percentage of students in grades K-8 meeting or exceeding the grade level standards in math based on FCS local benchmark results will increase by 1%
- The percentage of students enrolled in pre-algebra and Algebra I who are passing (with a C- or better) in grades 9-11 will increase by 1%

Measurable Student Outcome Affirmations

- Student benchmark skills will be assessed based on each student's personalized learning plan in relation to the California state standards.
- The exit outcomes will align to Forest Charter School's mission, curriculum, and assessments.
- Students will become self-motivated, competent, and life-long learners through self-assessment of individual and team goals.
- Forest Charter School offers a full menu of courses that meet the a - g admission requirements for the University of California and the California State University.
- Forest Charter School understands that exit outcomes and performance goals may need to be modified over time.



High School Graduation Requirements

Forest Charter School's graduation requirements exceed the minimum state graduation requirements. Additionally, a great deal of time and thought has been invested toward creating additional graduation requirements that support Forest Charter School's student performance outcomes, Expected School Wide Learning Results ("ESLRs"), and mission statement. (Appendix B – Graduation requirements)

WASC Accreditation

Forest Charter School is accredited by the Western Association of Schools and Colleges. WASC is one of six regional accrediting associations in the United States that accredit public and private schools, colleges, and universities in the United States.

The WASC website comments that "WASC values accreditation as a process designed to strengthen schools in the delivery of quality educational programs. Accreditation is important to schools as it impacts students' access to colleges and universities and career opportunities in a variety of ways. An effective WASC self-study review is a powerful tool for schools to improve the quality of education and more effectively serve staff and students."

In 2018, Forest Charter School went through its most recent WASC accreditation process and received a six-year term with a mid-term review.

Expected School Wide Learning Results

Forest Charter School believes that many educational goals, although not objectively measurable, are equally valuable. By articulating the Expected School Wide Learning Results, Forest Charter School places an emphasis on the whole student, and articulates academic and non-academic goals. Further, Forest Charter School believes that attention toward achieving the ESLRs will have an emotional impact on students that will ultimately translate into future success. With these considerations in mind, Forest Charter School has developed ESLRs that articulate qualities that students should strive to attain as well as a word cloud of values important to our culture (Appendix E – ESLRs & Values). Forest Charter School will update these ESLRs as part of the next WASC accreditation process.



Element 3. STUDENT PROGRESS MEASUREMENT

***Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C)*

Forest Charter School will meet all statewide standards and conduct all required state-mandated student assessments as required by Education Code Section 47605(c)(1). This includes but is not necessarily limited to the CAASPP, which includes the Smarter Balanced System of Assessments (“SBAC”), California Science Test (“CAST”), California Alternate Assessments (“CAAs”), the Physical Fitness Test (“PFT”), the ELPAC and any other applicable standardized assessments.

Further, by using a variety of traditional and non-traditional assessment methods to gauge student progress toward the academic and non-academic goals, Forest Charter School will maintain its focus on personalizing each student’s learning plan while staying true to its mission, exit outcomes, and curriculum.

School-Wide Student Performance Goals with Assessment Method

Priority 1: Basic Services

- Rate teachers are appropriately assigned and fully credentialed
 - Have 100% of teachers appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials
 - Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair
 - Maintain an overall rating of “good” based on our SARC report

Assessment Methods → Provide annual reports on credentialing, curriculum and facilities to the Charter Council.

Priority 2: Implementation of State Standards

- Implementation of CCSS
 - Provide collaboration opportunities for the teachers to work on understanding and implementing the state standards including ELD standards
 - Provide 2 half day professional development trainings.
 - Provide a \$100 allowance per teacher and administrators to attend approved professional development opportunities.
 - All students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers will use ELD Standards and California State Standards (CSS) in math and English Language Arts.

Assessment Methods → Track professional development and staff collaboration opportunities provided to the teachers as well as student access to CCSS curriculum and materials.

Priority 3: Parental Involvement

- Efforts to seek parent involvement
 - FCS will conduct one parent survey per year
 - Teachers will conduct a learning record meeting each learning period (approximately



once per month) with each family (parents and students).

- Promotion of parental participation
 - Parents will be contacted directly via email to encourage participation in the parent survey.
 - Participation at monthly learning record meetings will continue to be required.

Assessment Methods → Ensure that monthly parent meetings with their Supervising Teacher continues, and check that the parent survey is sent out each year. Also provide results from the survey to the Charter Council.

Priority 4: Pupil Achievement

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring standard met or standard exceeded on the CAASPP will increase by 2%
- API score
 - Currently no API score is available. When the new state and/or federal accountability measure(s) become available, we will meet or exceed such target(s), as applicable
- UC/CSU Requirement
 - Percent of students meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient
 - 100% of EL students will improve by at least one level on the ELPAC
- EL reclassification rate
 - FCS will reclassify 100% if its eligible EL students
- AP exams with 3 or higher
 - Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams by 2%
- Share of pupils determined prepared for college by EAP
 - Share of pupils prepared for college based on EAP score will increase by 2% in both math and ELA

Assessment Methods → Forest Charter School will use the data available from the school dashboard for each of these pupil achievement goals and report to the charter council on our progress toward meeting these goals.

Priority 5: Pupil Engagement

- Attendance rates
 - Maintain attendance rates of approximately 97%
- Chronic Absenteeism
 - Chronic Absenteeism is not an issue at this time. Maintain chronic absenteeism of less than 1%
- Middle school dropout rates
 - Middle school dropout rates are not an issue at this time. Maintain middle school dropout rate of less than 1%
- High school dropout rates
 - Reduce high school dropout rate by 1%
- High school graduation rates
 - Increase high school graduation rate by 1%



Assessment Methods → Forest Charter School will use the specific data available for each of these pupil engagement goals.

Priority 6: School Climate

- Pupil suspension rate
 - Suspension rate is not an issue at this time. Maintain a suspension rate of less than 1%
- Pupil expulsion rate
 - Expulsions are not an issue (zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures
 - Maintain positive rankings on staff/parent survey regarding school climate
 - Question #1 – I feel that my child is safe/supervised at the learning center – maintain the percent who strongly agreed or agreed at 85% or better
 - Question #2 – The teachers show respect for the students – maintain the percent who strongly agree or agree at or above 90%
 - Question #3 – The students show respect for other students – Increase the percent who strongly agree or agree by 2%

Assessment Methods → Forest Charter School will use the specific data available (school dashboard and survey results) for the suspension and expulsion rates. Forest Charter School will analyze both the objective and subjective (i.e. narrative comments) results from our annual staff and parent survey and provide a report to our Charter Council.

Priority 7: Course Access

- Pupils access and enrollment in all required areas of study
 - Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

Assessment Methods → Provide a report for the charter council tracking pupil access to required areas of study.

Priority 8: Other Pupil Outcomes

- The percentage of students in grades K-8 meeting or exceeding the grade level standards in reading based on FCS local benchmark results will increase by 1%
- The percentage of students in grades K-8 meeting or exceeding the grade level standards in writing based on FCS local benchmark results will increase by 1%
- The percentage of students in grades K-8 meeting or exceeding the grade level standards in math based on FCS local benchmark results will increase by 1%
- The percentage of students enrolled in pre-algebra and Algebra I who are passing (with a C- or better) in grades 9-11 will increase by 1%

Assessment Methods → Forest Charter School will use benchmark testing, grades and information from any intervention data available.



Additional Assessments

Forest Charter School believes that state mandated assessments and the school dashboard are important to help maintain school accountability; however, Forest Charter School also recognizes that students are individuals who desire non-standardized approaches to education. With these considerations in mind, Forest Charter School also uses the following assessments to gauge student ability.

Benchmark Assessments

Over the last few years, Forest Charter School has piloted, developed, implemented and refined the use of benchmark assessments in grades K-8. The purpose of the benchmark testing is twofold: First, FCS is working to assess the percent of student who are testing proficient or above on these assessments. Second, FCS wishes to identify students who are working below grade level and provide intervention and other support to bring each student's math and/or language arts skills up to grade level. In the high school, we have moved away from extra benchmark assessments and have focused on closely monitoring grades as an indicator that a student may need intervention. This system has shown to be effective in providing support to these students earlier. Ultimately, these benchmark assessments provide a first indication that there may be an issue and that we need to look more closely at what is causing a particular student to work below grade level standards.

9th Grade Math Placement Assessment

In order to ensure that all students are placed in the appropriate math class, the State has implemented a 9th grade math placement assessment requirement. This assessment has provided FCS another opportunity to see what percent of our 9th grade students are working at or above grade level and what percent require more support to bring up their skills. We also hope to track the difference between those who attended FCS in grades K-8 and those students who came from outside K-8 programs.

Other Assessments:

Forest Charter School uses many informal assessments to determine the appropriate placement and course of study for students of all grade levels such as but not limited to the following: a variety of publisher-guided curriculum and assessments, teacher-created curriculum, as well as the Forest Charter School designed curriculum. Teachers also regularly assess student knowledge using tests, portfolios, long-term projects, presentations, speeches, essays, and online as well as college-level courses. Additionally, to ensure that Forest Charter School is also serving high achieving academic students who wish to go on to further educational pursuits, data collected from students who take SAT, ACT, and AP tests is analyzed to determine how these students are performing.

Use and Reporting of Data

Forest Charter School uses the data from the above assessment methods to refine and develop its personalized academic program. Currently, Forest Charter School is placing emphasis on the individual to determine if a focus on individual student skills will positively impact assessment scores. So far, we have seen positive results both on an individual level and in our State test scores. Forest Charter School is also starting to use a more powerful data analysis program that will allow the school to compile all of our various assessments and then compare and disaggregate the data with more detail, thereby providing a clearer picture of the school's needs. (For example, it may be beneficial to track how students are testing based on things like longevity with the school.) This type of information could inform how Forest Charter School decides to approach a particular grade level and/or a particular subject.



Assessment data is reported to the staff during one or more regular staff meetings and to the Charter Council during its public meetings. This data is prepared for several required reports such as the School Plan for Student Achievement, the School Accountability Report Card (“SARC”), the school-wide action plan, and the LCAP. These reports and results are presented to and, if necessary, approved by the Charter Council.

Various assessments are used to build a complete picture of each student, and from this information, the Forest Charter School team creates an education plan that best meets the needs and goals of each student.

Data Analysis

Forest Charter School is committed to performing well on state assessments; however, Forest Charter School must also mediate the needs and beliefs of our students and families who choose a personalized learning program. Forest Charter School believes in nurturing each student to foster an individualized love of learning. Through a personalized approach to education, Forest Charter school works to ensure each student will develop academic skills while also placing great value on non-academic skills.

Plan to Address Needs and Areas of Weakness

Intervention Program

As described earlier, Forest Charter School has developed a strong intervention program to assist students working below grade level. Students are given benchmark assessments in math and English Language Arts and their scores are recorded in our student information system. The intervention coordinator reviews this data, identifies students of concern and then connects with that student’s Supervising Teacher to determine what interventions are being implemented and if a more formalized program is needed. If a student is placed in a more formalized intervention program and still does not demonstrate growth, the Intervention Coordinator will contact Student Services to determine if a referral to special education is appropriate.

Other Intervention

Although not a formalized process, Forest Charter School Supervising Teachers intervene as part of our normal process of building a personalized learning program for each student. Forest Charter School supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. The nature of Forest Charter School’s personalized learning program inherently allows Forest Charter School staff to respond to student learning and success throughout the year by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. Forest Charter School Supervising Teachers also recognize that students have unique needs in each subject area. (For example, a student may be advanced in math, but at grade level in reading.) By personalizing each learning plan, all students benefit by receiving a program tailored to their abilities as well as support from all available resources Forest Charter School has to offer.



Element 4. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D)

Forest Charter School is a directly funded, independent charter school and operated as a California nonprofit public benefit corporation, with tax-exempt status under Internal Revenue Code Section 501(c)(3). The Charter School has provided to the County a copy of its filed-endorsed Articles of Incorporation and corporate bylaws.

The Charter School operates autonomously from the County, with the exception of the County's supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Additionally, to continue to ensure that the County will not be liable for any actions taken by Forest Charter School, the Charter School maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of insurance coverage shall be outlined in a Memorandum of Understanding ("MOU") entered into between Forest Charter School and the County.

Forest Charter School acts as its own fiscal agent to the fullest extent of the law. Forest Charter School implements the provisions of the Charter Schools Act and applicable regulations that apply to charter schools.

Charter Council

The Charter School is governed by a corporate Board of Directors, known as the Charter Council, which is comprised of parents and other individuals as described in the corporate bylaws. Any amendments of the bylaws shall be adopted by the Charter Council and thereafter, be promptly provided to the County.

The Charter Council shall be comprised of five (5) to seven (7) directors (or Council members). All directors shall have full voting rights. Council members shall be appointed by election by the School parent population, one vote per family. Each director shall hold office unless otherwise removed from office in accordance with the FCS bylaws for two (2) years and until a successor director has been designated and qualified. (See Appendix F - Bylaws). Vacancies on the Charter Council are filled by majority vote of the remaining Council members until the next scheduled election.

The Charter Council's major roles and responsibilities include but are not limited to the following:

- Establishing and approving all major educational and operational policies
- Approving all major contracts
- Approving the Forest Charter School's annual and interim budgets
- Overseeing the Charter's School's fiscal affairs



- Approving salary schedules and new personnel based on the recommendations of the Forest Charter School administration.

The Charter Council is governed in its operations and its actions by its bylaws, which are consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The day-to-day management of Forest Charter School is delegated to the Forest Charter School Executive Director, appointed by the Charter Council.

Charter Council Meetings and Duties

All meetings of the Charter Council comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (“Brown Act”) and Education Code Section 47604.1(c). The Council meets at least quarterly, and Council meetings are noticed and held at a location within the jurisdictional boundaries of Forest Charter School (as defined by Education Code Section 47604.1(c)). Notices, agendas, and minutes of meetings are recorded and retained by Forest Charter School at the administrative office and on the website. These records are accessible for public and County review upon request.

This Charter School complies with the Brown Act, the Public Records Act, and applicable conflicts of interest laws, including the Political Reform Act and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code Conflict of Interest rules, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. (Appendix G –Conflict of Interest Code). Annual financial disclosure statements shall be required for all Charter School public officials, as consistent with the requirements of the Political Reform Act.

The Charter Council has retained independent legal counsel and has purchased and maintains, as necessary, general liability, property, workers’ compensation and unemployment insurance policies. The Charter Council may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Forest Charter or a third party any of those duties. The Charter Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Charter School Executive Director

The Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented in order to maximize student learning experiences. The Executive Director reports directly to the Charter Council and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees of the Charter School (Appendix H – Organizational Chart).



The Executive Director is responsible for tasks including, but not limited to, the following three categories:

- School Governance
- School Community, Public Relations & Leadership
- Educational Program

Faculty Council (Teachers)

The Forest Charter School Faculty Council is an advisory council to the Forest Charter School Executive Director. Since the inception of the Charter School, a collaborative and diverse team of Forest Charter School educators has met regularly to explore policy, state requirements, curriculum, program development, and many other school issues. Forest Charter School feels that by taking the time to gather perspectives from the various parts of the staff (i.e. teachers, administrators, and classified staff), a more thoughtful decision can be made and thereby avoid potential pitfalls inherent in implementing new policies, procedures and programs. This dynamic leadership team is positive and solution-oriented. The Faculty Council makes recommendations only to the Executive Director. Any recommendations that require Charter Council approval are taken to a scheduled Charter Council meeting by the Executive Director for discussion and approval.

Parental Involvement in Governance

Parents of Charter School students have the opportunity to directly serve on the Charter Council and to elect parent representatives to the Charter Council. In addition, parents are directly involved in the education of their children.



Element 5. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E)

Executive Director

The Forest Charter School Executive Director will possess leadership abilities and cooperatively develop and maintain the vision and direction of the school. The Executive Director will support the professional growth and successes of teachers, administrators and business personnel, who, in turn, support the academic and personal growth of their students. The Executive Director as the administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Teachers

Forest Charter School will recruit and hire teachers for core/college prep classes who hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Forest Charter School will follow all Education Code requirements applicable to charter schools regarding teacher hiring. All teachers serving EL students will hold an appropriate certification (e.g. CTEL, CLAD, or BCLAD certification), where such is mandated by law.

Additionally, Supervising Teachers employed by the school must:

- Be flexible, resourceful, imaginative and proficient in computer-based education as well as Internet navigation and resources
- Work well with a team
- Be able to design and to tailor curriculum for individual students
- Be able to support and guide parents in all aspects of their student's education
- Be responsible for planning, monitoring, documenting and evaluating the progress of each student
- Be facilitators of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the school, and in the lives of the students and staff.

Other Personnel

Forest Charter School may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All Forest Charter School staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at Forest Charter School and shall be subject to periodic inspection by the County.

Forest Charter School will select and hire its own personnel (certificated, classified, and administrative). Forest Charter School may employ temporary or short-term personnel. Forest Charter School's Executive Director will determine the qualifications and educational experiences for these persons. All non-instructional staff will possess experience and expertise appropriate for their position.



Compensation and Benefits

Forest Charter School will make every effort to maintain a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales will be conducted by the Executive Director or designee. Annual cost of living adjustments will be made when school funding allows. Employees who qualify will be offered a health benefit package.



Element 6. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F)*

The procedures that the Charter School will follow to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies and procedures that have been developed in consultation with the Charter School's insurance carriers and attorneys. These policies and procedures will address, but are not limited to, the following topics:

- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in public charter schools.
- A policy establishing that Forest Charter School functions as a drug, alcohol, and tobacco-free environment.
- A policy for reporting child abuse, acts of violence and other improprieties as mandated by federal, state and local agencies, and annual mandated reporter training to all employees.
- A requirement that each employee of Forest Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.
- All personnel will receive Annual Bloodborne Pathogens Safety training.
- Forest Charter School will conduct yearly vision, hearing and scoliosis screenings. The Charter School will adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School.
- All personnel will submit proof of a risk assessment or examination (if necessary) for tuberculosis.
- A School Safety Plan shall be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the required procedures pursuant to Education Code Section 32282(a)(2)(A)-(H) (See Appendix I – Comprehensive School Safety Plan)



- Forest Charter School will provide all staff members with emergency and first aid response every other year.
- A policy for addressing discrimination and harassment, including sexual harassment, for all employees, students, and parents in any combination thereof, including student-to-student misconduct.
- Procedures relating to the administration of prescription drugs and other medicines, along with administration of epinephrine auto-injectors and training requirements under Education Code Section 49414.
- A procedure to provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
 - A description of type 2 diabetes.
 - A description of the risk factors and warning signs associated with type 2 diabetes.
 - A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
 - A description of treatments and prevention of methods of type 2 diabetes.
 - A description of the different types of diabetes screening tests available.
- A policy on student suicide prevention in accordance with Education Code Section 215.
- By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.
- Stocking at least 50% of its restrooms with feminine hygiene products at no charge to students, pursuant to Education Code Section 35292.6.
- Procedures to provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.
- The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).
- By December 31, 2019, adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.



These policies will be incorporated, as appropriate, into student and staff handbooks and will be reviewed on an ongoing basis.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct all safety drills (e.g. lock down, fire drills) as required under Education Code Section 32001.



Element 7. RACIAL AND ETHNIC BALANCE

***Governing Law:** The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G)*

Forest Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of any of the characteristics listed in Education Code Section 220. In addition, admission to Forest Charter School will not be determined according to the place of residence of the pupils, or of their parents or guardians, except as required Education Code Section 51747.3.

Forest Charter School will accommodate pupils of all racial and ethnic backgrounds. It is expected that Forest Charter School shall achieve a racial and ethnic balance among its students that is reflect of the general population residing within the territorial jurisdiction of the school district where the charter was originally submitted.

An open enrollment period, as described below in Element 8, will help the Charter School to maintain a diversified balance among students of Forest Charter School. Any child is equally welcome and eligible for admission. Forest Charter School will develop and distribute promotional and informational materials that appeal to the various racial and ethnic groups to ensure a balance among students that is reflective of the general population residing within the school district.



Element 8. ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Forest Charter School seeks to admit students ensuring that the educational program is appropriate and provides the least restrictive environment for students with an IEP.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. All prospective students and their parents or guardians will proceed according to the Forest Charter School Enrollment Policy, which, among other things, articulates the enrollment process, and procedures for a public random drawing (Appendix J – Enrollment Policy). A summary of the Enrollment Policy follows:

Families need to fill out an online interest form during an open enrollment period. Following the open enrollment period, interested families shall be counted to determine whether any grade level/general enrollment spot(s) has received more interested students than openings. In the event that this happens, the Charter School will hold a public random drawing (lottery) to determine enrollment based on the admission preferences articulated in our enrollment policy. Admission preferences shall be granted in accordance with Education Code Section 47605(d)(2)(B)(i)-(iv). Public notice for the date, time and location of the public random drawing will be posted once the open enrollment period has passed, if a public random drawing is necessary. The Charter Council will take all necessary efforts to ensure the public random drawing procedures are fairly executed.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be put and held on a wait list according to their draw in the lottery in accordance with Forest Charter School's enrollment policy.



Element 9. FINANCIAL AUDITS

***Governing Law:** The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An external independent auditor will produce an annual financial audit according to generally accepted accounting practices for the Charter School. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director or designee will review any audit exceptions or deficiencies and report to the Charter Council with recommendations on how to resolve them. The Charter Council will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.



Element 10. PUPIL SUSPENSION, EXPULSION, AND EXIT

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J)

In order to promote the learning and protect the safety and well-being of all students enrolled in Forest Charter School, the Charter School staff shall enforce disciplinary rules and procedures for student suspension and expulsion. The Suspension and Expulsion Policy may be amended as needed without the need to amend the charter, provided that the amendments comport with legal requirements. The Policy, including a preliminary list of the offenses for which students in the charter must and may be suspended or expelled, is attached (Appendix K – Suspension/Expulsion Policy).

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. Forest Charter School will comply with Section 504, IDEA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified as an individual with disabilities or for whom the Charter school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than



five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the suspension/expulsion policy.



Element 11. EMPLOYEE RETIREMENT SYSTEMS AND BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K)

Employees of Forest Charter School will participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), and/or Social Security depending upon each individual's eligibility. The Executive Director or designee will ensure that appropriate arrangements for retirement coverage have been made. Forest Charter School will make all employer contributions as required. Forest Charter School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.



Element 12. ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

No pupil shall be required to attend the Charter School. Students who reside within the school district or County who choose not to attend the Charter School may attend school within the school district or County according to school district or County policy or at another school district or school within the County through intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.



Element 13. DESCRIPTION OF EMPLOYEE RIGHTS OF RETURN

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school district or County employee shall be required to work at the Charter School. Persons employed by Forest Charter School are not also employees of the school district or County. Employees of the school district or County who resign from employment to work at Forest Charter School and later wish to return to the school district or County will have no automatic rights of return to the school district or County after employment by the Charter School unless specifically granted by the school district or County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the school district or County to work in the Charter School that the school district or County may specify, any rights of return to employment in the school district or County after employment in the school that the school district or County may specify, and any other rights upon leaving employment to work in the Charter School that the school district or County determines to be reasonable and not in conflict with any law.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement approved by the Charter Council. All employees of Forest Charter School will be individually contracted on an at-will basis. The Executive Director of Forest Charter School will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter document as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, and work schedules and responsibilities. All contracts will need to be renewed on a year-to-year basis and approved by the Charter Council. Forest Charter School will maintain an employee handbook detailing the rights and responsibilities of all employees.



Element 14. DISPUTE RESOLUTION PROCESS, OVERSIGHT, AND REPORTING

***Governing Law:** The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N)*

Disputes Arising from within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter Council, shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Disputes Between the Charter School and the County

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

The County shall not intervene in any such internal disputes without the consent of the Charter Council and shall refer any complaints or reports regarding such disputes to the Charter Council or its designee for resolution pursuant to the Charter School's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Council has requested the County to intervene in the dispute.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Charter Council members of the Charter School and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607.

The Charter School Executive Director and County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective governing boards who shall jointly meet with the County Superintendent and the Executive Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and the Executive Director of the Charter School, or their respective designees, shall meet to jointly identify a neutral third party



mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.



Element 15. PROCEDURES FOR CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(b)(5)(O)

Closure of Forest Charter School will be documented by official action of the Forest Charter School Charter Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of Forest Charter School, the County Office of Education, the Charter School's SELPA, the retirement systems in which Forest Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of Forest Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Charter Council's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Forest Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the County to store original records of Charter School students. All student records of Forest Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, Forest Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Forest Charter School will prepare final financial records. Forest Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations,



loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Forest Charter School.

Forest Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of Forest Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Forest Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Forest Charter School’s closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Forest Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As Forest Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, Forest Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.



MISCELLANEOUS CHARTER PROVISIONS

Financial Statements

***Governing Law:** The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g)*

Budgets

Forest Charter School will develop an annual budget, approved by the Charter Council. Further, a first and second interim budget revise will be developed by Forest Charter School and approved by the Charter Council. All budgets will include a budget narrative, a budget summary, a multi-year projection and a cash flow report. The budget reflects reasonable estimates of all anticipated revenues and expenditures necessary to operate the Charter School. Forest Charter School will maintain a reserve fund balance as required by the County Office of Education (currently 5% of total budget expenditures). Expenditures will be clearly identified by source and reflect the Charter School's design plan and current market costs. Assumptions will include but not necessarily be limited to enrollment projections and revenues based on the School Services of California's local control funding formula calculator. Additionally, Forest Charter School will identify clear expenditures for expected legal services, facilities and Special Education excess costs. Forest Charter School balances its budget based on state funding and not based on soft revenues such as donations. Please see the Appendix for the Charter School's financial statements as required by Education Code Section 47605(g). These documents are based upon the best data available to Forest Charter School at the date of submission (Appendix L – 2019-20 Adopted Budget and Three-Year Budget Plan; Appendix M – 2019-20 Budget Narrative).

Long-Term Plan

Forest Charter School develops revenue and expenditure projections for a minimum of 3 years based on student growth projections approved by the Charter Council. Forest Charter School utilizes revenue assumptions provided by School Services of California's local control funding formula calculator, which identify reasonable cost-of-living and possible funding reductions.

Financial Reporting

The Charter School shall provide reports to the County in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller, and the CDE.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.



5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Oversight and Reporting

The County may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Executive Director of the Charter School prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The County shall endeavor to provide such notice at least three (3) working days prior to the inspection or observation unless the Charter Council or Executive Director agrees otherwise. Regular, annual inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County.

The Charter School will submit quarterly fiscal reports in accordance with the timelines stated in Education Code Section 47604.33. The Charter School and the County will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the Charter School, and by when corrective action will occur. The Charter School will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

Insurance

Forest Charter School will acquire and finance general liability, workers' compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and as agreed upon with the County in the MOU. Coverage amounts will be based on recommendations provided by the County and the Charter School's insurer.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g)

In order to support the many programs that are offered, Forest Charter School operates a variety of learning centers. Since some of these programs can change from year to year, the facilities that Forest



Charter School leases may also change from year to year. Currently, Forest Charter School is leasing the following facilities:

Nevada City Learning Center

470 Searls Ave

Nevada City CA 95959

- 5 days/week 12 Month Lease

Truckee Learning Center

10725 Pioneer Trail

Truckee CA 96161

- 5 days/week 12 Month Lease

Foresthill Learning Center

23221 Foresthill Road,

Foresthill CA 95631

- 3 days/week 10 Month Lease

Auburn Learning Center

11952 Masters Court

Auburn CA 95603

- 5 days/week 12 Month Lease

The Charter School has established the out-of-County facilities in compliance with Education Code Section 47605.1(d).

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g)

- **Memorandum of Understanding:** The details of the working relationship between the County and Forest Charter School are delineated in a separate MOU. Forest Charter School will pay the County 1% of LCFF revenue for actual costs of supervisory oversight of the Charter School in accordance with Education Code Section 47613.
- Forest Charter School will purchase **Business Services** in order to support its business and fiscal business operations, including contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices as required by law. Currently, these services are purchased from the County and are separately agreed upon in a fully executed Memorandum of Understanding entered into between Forest Charter School and the County. Forest Charter School plans to continue this arrangement with the County, but reserves the right to purchase business services from a third-party provider through a separately agreed upon and executed contract.



Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g)

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The bylaws of the Charter School shall provide for indemnification of the Charter School's Governing Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



ADDITIONAL INFORMATION

Amendments and Renewal

Any modifications or amendments to this charter shall only be made with the approval of the Forest Charter School Charter Council. Material revisions shall be made pursuant to the standards, criteria and timelines as provided by Education Code Sections 47607 and 47605.

The Charter Council may request the County's approval of a material revision of the Charter, or for a renewal of the Charter at any time prior to expiration. The County agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605(b) and any applicable regulations.

Term and Revocation

The term of this Charter shall begin July 1, 2019 and shall expire on June 30, 2024. Forest Charter School shall initiate a subsequent renewal of the charter at least six (6) months prior to expiration of the charter term, unless otherwise agreed by the Parties. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested.

The County may revoke this Charter by a majority vote of the Governing Board of the County. Revocation of the Charter shall be based upon the criteria, process, and procedures set forth in Education Code Section 47607 and any applicable regulations.

Professional Affiliations

In addition to its WASC accreditation, Forest Charter School maintains professional affiliations with several organizations. These organizations provide information to keep Forest Charter School aware of all legal requirements as well as provide resources to keep our educational program on the leading edge of innovation.

Currently, Forest Charter School belongs to the following professional affiliations:

- California Charter Schools Association ("CCSA")
- Personalized Learning Network (APLUS+)
- School Services of California (fiscal information)
- Charter School Development Center ("CSDC")

Appendix A:

Links to Data Quest Reports

Links to Specific Data Quest Reports

Schoolwide ELA & math 2015 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstGroup=1&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219
Schoolwide ELA & math 2016 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=1&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219
Schoolwide ELA & math 2017 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219
Schoolwide ELA & math 2018 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219

White ELA & math 2015 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstGroup=5&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219
White ELA & math 2016 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=5&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219
White ELA & math 2017 https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=5&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219

White ELA & math2018

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=5&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Economically Disadvantaged ELA & math 2015

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstGroup=3&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Economically Disadvantaged ELA & math 2016

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=3&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Economically Disadvantaged ELA & math 2017

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=3&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Economically Disadvantaged ELA & math2018

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=3&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Students with Disabilities ELA & math 2015

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2015&lstTestType=B&lstGroup=2&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Students with Disabilities ELA & math 2016

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=2&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Students with Disabilities ELA & math 2017

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=2&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Students with Disabilities ELA & math2018

<https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=2&lstCounty=29&lstDistrict=10298-000&lstSchool=0126219>

Appendix B:

High School Graduation Requirements

Forest Charter School
High School Graduation and UC and CSU Admission Requirements

FCS HS Grad Requirements	Minimums	UC A-G Requirements	Minimums (CP or Honors)	CSU A-G Requirements	Minimums (CP or Honors)
Social Studies	World History (1 yr), US History (1 yr), Govt (1 sem), Econ (1 sem); Geography (1 sem)	Social Sciences (a)	World History (1yr); US History (1 yr); Govt (1 sem)	Social Sciences (a)	World History (1yr); US History (1 yr); Govt (1 sem)
English	4 years; one year can be elective English	English (b)	4 years - all core: Eng 9, Eng 10, Eng 11, Eng 12, AP Eng	English (b)	4 years - all core: Eng 9, Eng 10, Eng 11, Eng 12, AP Eng
Math	3 years, must complete Algebra 1	Math (c)	3 years, 4 recommended: Alg 1, Geometry, Alg 2	Math (c)	3 years, 4 recommended: Alg 1, Geometry, Alg 2
Science	1 year physical, 1 year biological	Lab Science (d): 2 lab sciences	2 years, 3 recommended: Bio, Chem, Physics OR Integrated Sequence through level III	Lab Science (d): 1 yr Biological AND 1 yr Physical	2 years, 3 recommended
World Languages OR Visual & Performing Art OR CTE	1 year	World Languages (e): Spanish, French, German, ASL	2 years, 3 recommended OR 2 semesters @ CC	World Languages (e): Spanish, French, German, ASL	2 years, 3 recommended OR 2 semesters @ CC
VAPA	See row above	VAPA	1 year: Choir 1, Digital Photo 1, Drama 1, Graphic Design, Instr Music 1, Studio Art 1	VAPA	1 year: Choir 1, Digital Photo 1, Drama 1, Graphic Design, Instr Music 1, Studio Art 1
PE/Health	2 years PE AND Health (1 sem)				
Contemporary Skills	1 semester (12th gr)				
Career Advisory	1 semester (10th gr)				
Electives	55 Credits: everything else counts as electives	Electives: academic a-g approved courses	1 year: Creative Writing, Econ, Geography, Earth Science	Electives: academic a-g approved courses	1 year: Creative Writing, Econ, Geography, Earth Science

Appendix C:

Student Support Team Process

RTI Process - Early intervention

Goal: To identify and support students in their academic needs

Tools for Early identification:

- ST observation
- Block Class Instructor observation
- Parent observation
- Benchmark assessments
- LGL or other online assessment
- Other assessments
- CAASPP test results

Possible Team Members for SST

- SST Coordinator
- Student's Supervising Teacher
- Other Supervising Teachers (Department Heads, Other)
- Special Education Members

Process for SST Meetings

Preparation:

- Student is referred to the SST Coordinator by ST with referral and documentation
- Parent and Supervising Teacher fill out their referral forms before the scheduled meeting.
- Referring ST and SST Coordinator will hold a "who-to-invite" conversation to determine staff who can best support the student (by phone, email, or face to face)
 - First Meeting Team consists of ST, SST Coordinator, parent(s), and student.
 - Team may decide that meeting is best held without student in special cases.
 - In special cases a SPED team member(s) is invited if deemed appropriate.
- SST Coordinator will organize a meeting with the family and ST.

First Meeting

- Team meets to discuss concerns and support
- Specific strategies and goals are created.
- Intervention(s) are listed identifying who does what in order to reach the goals.
- The SST team makes a preliminary decision on how to measure progress.
- Date and time are set for the second/ follow up meeting

Second Meeting

- Meet with "First Meeting Team" again.
- Possibly invite additional team members or get a written consultation from other staff
- Discuss the student's progress given the recommended intervention(s) and document results.
- Add new interventions if appropriate.
- Set an additional follow-up time/meeting

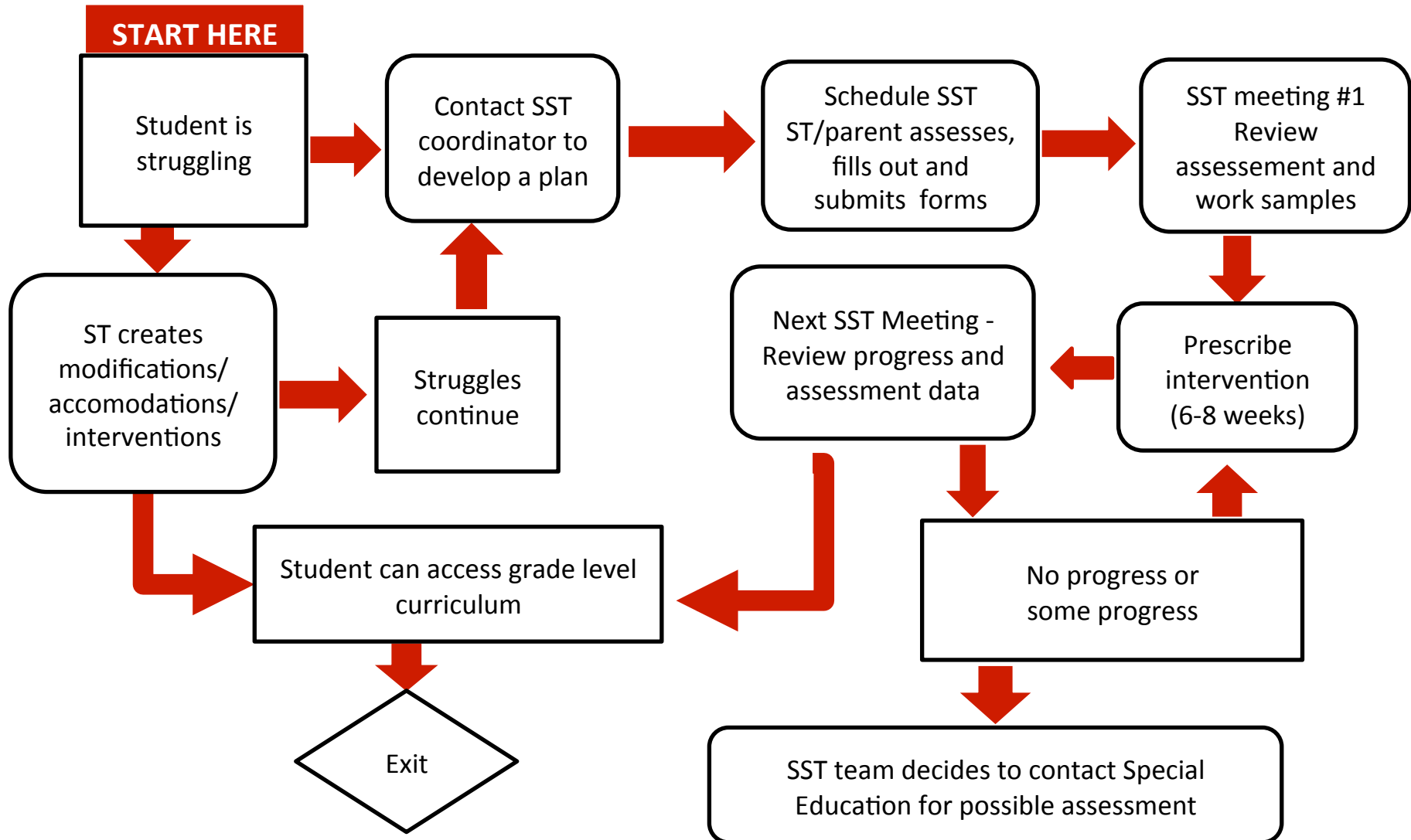
Third and subsequent meetings:

- Meet again with original team and additional staff members if appropriate.
- Continue to assess progress with given interventions.
- If interventions are accelerating the student's progress celebrate success and encourage student to continue working.
- If SST and ST do not think general ed interventions are helping student contact Special Ed staff.
- Invite appropriate Special Ed staff if appropriate.
- After this meeting, the SST team can decide to refer student to Special Education to assess if student qualifies for Special Ed. services.
- Continue to offer SST meetings until student is accessing grade level education as measured by grades, benchmark or test scores, attitudes and engagement.

Appendix D:

RTI Flow Chart

FCS Intervention Process



Appendix E:

Expected School Wide Learning Results & FCS Values



FOREST
CHARTER SCHOOL
Nurturing the Love of Learning

EXPECTED SCHOOLWIDE LEARNING RESULTS

ESLRs

Empathize and Embrace Diversity

Students will recognize and appreciate human differences.

Think Creatively and Critically

Students will be active problem solvers and use multiple resources and approaches to develop and present original ideas.

persevere

Students will endure in the face of challenges.

FOREST CHARTER SCHOOL

VALUES

Integrity

Open Mindset

Life Skills
Strength

Resourceful

Problem Solvers

Global Citizens

Teamwork

Health

Respectful

Artistic

Focus

Empowered

Engaged Learners

Effective Communicators

Engaged Citizens

Tolerance

Organization

Initiative

Technologically Safe

Self-Reliant

Technologically Sophisticated

Personalized

Collaboration



Appendix F:

Bylaws

**BYLAWS
OF
FOREST CHARTER SCHOOL**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Forest Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 470 Searls Avenue, Nevada City, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amendment to this Section 1 to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote Forest Charter School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California

Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. The Board shall also be known as the Charter Council.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are

consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be five (5) to Seven (7), unless changed by amendment to the Forest Charter School charter and to these bylaws. All directors shall have full voting rights. The directors shall be parents/guardians with currently enrolled children, except that one of the directors can be a community member without a currently enrolled child in Forest Charter.

The Charter School will strive to identify members with expertise in education, business, law, nonprofit management, and/or youth development. Further, in order to support a diverse board that represents the Charter School community, each family, at any one time, can have a maximum of one representative on the Charter Council.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons shall serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS AND APPOINTMENT. Board members shall be appointed by election by the School parent population, one vote per family. For the purposes hereof, the term "parents" shall include stepparents and legal guardians. The community member shall be appointed by majority vote of the entire board.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) with input from the school community. Any vacancy caused by the removal of a Board-designated director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors are filled by the majority vote of the remaining Council members until the next scheduled election.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Sections 54950) of Division 2 of Title 5 of the Government Code as said chapter may be modified by subsequent legislation ("Brown Act").

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of

Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all Board members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board or any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the

Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **PRESIDENT.** The President, also known as the Forest Charter School Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors’ meetings.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer, also known as the Forest Charter School Business Director, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;
and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (to the members of the Board of Directors) at the time the annual independent financial audit of the Charter School is completed. That audit report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Forest Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

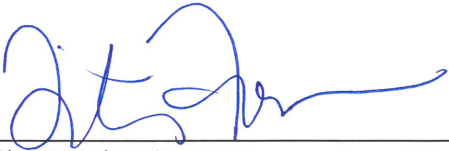
ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Forest Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on January 16, 2018 and that these bylaws have not been amended or modified since that date.

Executed on January 16, 2018 at Nevada City, California.



Tita Fowler, Secretary

Appendix G:

Conflict of Interest Code



Section: 100

Policy: 002

Revised: January 20, 2015

Approved: August 28, 2018

Conflict of Interest Policy

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Forest Charter School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Forest Charter School ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of

income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. Statements of Economic Interests (Form 700) shall be filed with the Charter school's filing officer. The filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Executive Director of Charter School
 - C. Business Director of Charter School
 - D. Assistant Director of Charter School
 - E. Academic Dean of Charter School
 - F. Consultants¹

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Not applicable.

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Contractor.

¹ The Charter School Executive Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Executive Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director Investments include interests described in Category 1.

Category 3 Reporting:

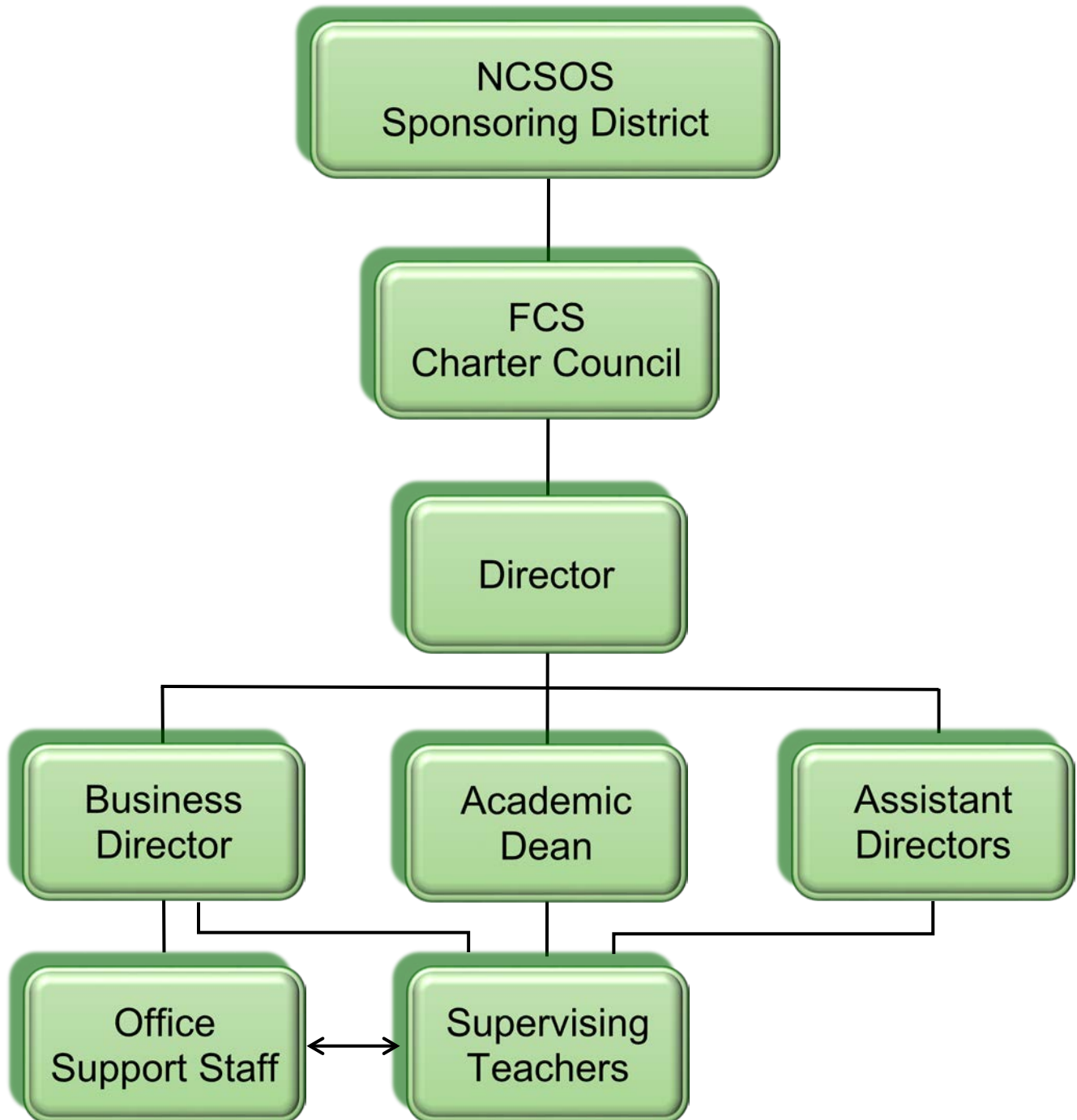
- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include the interests described in Category 1.

Appendix H:

Organizational Chart



Forest Charter School Organizational Chart



Appendix I:

Comprehensive School Safety Plan



Forest Charter Comprehensive School Safety Plan

Charter Council Approved February 5, 2019

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Comprehensive School Safety Plan

Charter Council Approved

February 5, 2019

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Forest Charter Comprehensive Safety Plan

Signature Page

Peter Sagebiel
Executive Director

Debbie Carter
Business Director

Tita Fowler
Business Assistant

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INTRODUCTION

A. Purpose of the Plan

The purpose of the Forest Charter Comprehensive School Safety Plan (School Safety Plan) is to identify and respond to incidents by outlining the responsibilities and duties of the Forest Charter and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Forest Charter has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at Forest Charter or in the outlying county are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Forest Charter annually schedules training for faculty and staff.

Lastly, developing, maintaining, and exercising the School Safety Plan increases Forest Charter's legal protection. Forest Charter is committed to providing students with quality educational experiences in a safe and secure school environment. To implement this commitment, the Comprehensive Safe School Safety Plan was developed in accordance with the objectives of SB 187. Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the county's efforts to provide an optimal learning environment.

B. Scope of the Plan

The Forest Charter School Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Comprehensive School Safety Plan.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident. Identified hazards parallel those identified in the Local Hazard Mitigation Plan of Nevada County

.

2. School Board Policy Statement

The Forest Charter's Comprehensive School Safety Plan operates within the framework of the approved Forest Charter School's Board policies.

C. Situation Overview/Hazard Analysis Summary

1. Office Population

Forest Charter has four Learning Centers: 1.) 470 Searls Ave, Nevada City CA 95959 (Main Office), 2.) 10725 Pioneer Trail, Truckee CA 96161, 3.) 23221 Foresthill Road, Foresthill CA 95631, 4.) 11952 Masters Ct., Auburn CA 95603

2. School Population

General Population

Forest Charter School (FCS) provides an educational option for students in grades K-12. FCS is primarily a homeschool/Independent Study school, but includes some support programs that take place at our Learning Centers.

Special Needs Population

Forest Charter is committed to the safe evacuation and transport of students and staff with special needs at each learning center. The special needs population could include students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Nevada City Learning Center, Auburn, and Foresthill Learning Center buildings are on the ground floor and have adequate ramp and wheelchair access for safe and efficient evacuations.

Truckee Learning Center is a two story building with an elevator. If the elevator cannot be used students in wheelchairs will be assisted by the assigned staff.

Forest Charter Comprehensive Safety Plan

Operations Plan

2. Building Information

Forest Charter has four learning centers. The main office is located at 470 Searls Avenue in Nevada City, CA. The Learning Center includes seven permanent buildings, two portable buildings, two parking lots, and one play area.

The Truckee learning center is located at 10725 Pioneer Trail, Truckee CA 96161. The Truckee Learning Center is a single building with two stories, one parking lot and a small, fenced play area.

The Foresthill Learning Center is located at 23221 Foresthill Road, Foresthill CA 95631. The Foresthill Learning Center has three portable classrooms, one permanent building, two parking areas and a small play area.

The Auburn Learning Center is located at 11952 Masters Court, Auburn CA 95603. The Auburn Learning Center is a single building with a shared parking lot.

Maps of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are included in the Appendix.

Hazard Analysis Summary

The Nevada County Operational Area Emergency Services Council prepared a Local Hazard Mitigation Plan on behalf of the County, its incorporated cities and towns and participating districts. The Plan preparation process culminated in a completed document while providing the participants with a clear understanding of local risks and tangible mitigation plans for reducing or eliminating long-term risk to people and property from natural and human caused hazards and their effects. The Plan meets the requirements of the Disaster Mitigation Act of 2000 and maintains the eligibility of Nevada County and all other participants in the Plan for FEMA Pre-Disaster Mitigation (PDM) and Hazard Mitigation Grant Programs (HMGP). The Plan preparation process followed a methodology recommended by FEMA. The planning process examined the recorded history of losses resulting from natural and selected human-caused hazards and analyzed the future risks to the county by these hazards. The planning effort undertaken for the Nevada County Fire Plan was an integral part of the plan.

The Nevada County Superintendent of Schools recognizes that school sites and outlying areas are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Local Hazard Mitigation Plan of Nevada County 2011 serves as a tool for assessing potential hazards affecting school sites. Forest Charter utilizes the FEMA training and template E/L361 and G364: Multi-hazard Emergency Planning for Schools and the Local Hazard Mitigation Plan (LHMP) of Nevada County to develop this Comprehensive School Safety Plan.

Forest Charter Comprehensive Safety Plan

Mitigation Assessment

According to the Local Hazard Mitigation Plan of Nevada County 2011, circumstances in the school or near school sites that may present unique problems or potential risk to people or property rank wildfire as a high risk. The interior and exterior portions of all school buildings and school grounds have been assessed for additional potential hazards that may impact the site, staff, and visitors. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The following is a history of mitigation assessments from the 2011 Local Hazard Mitigation Plan of Nevada County:

Since we published our 2006 plan, the County has responded to a national call for pandemic flu response preparedness. County efforts have included procurement, installation and tasking of new equipment and the preparation and practice of new policies and procedures that allow the County to respond effectively to future pandemic flu outbreaks. This work was conducted outside the scope of the Plan and whereas the program is maintained by the County, this work will remain outside the scope of the Plan.

Since we published our last Plan the County has been affected by the worldwide economic downturn which has resulted in reduced government funding, leaving County departments with fewer staff and financial resources to respond to potential disasters. Our systematic evaluation of the Plan and reassessment of risk prioritization has resulted in a realignment of risk mitigation priorities.

Moving forward the Plan will list Severe Weather before Floods and Drought will be listed independently following Floods on our priority list. These revisions are based on our experience over the last few years of the logistical challenges due to power outages from severe weather like snow and high winds as well as localized flooding from heavy rains.

Our revised priority list is:

- a) Urban and wildland fire
- b) Severe weather (heavy rain/thunderstorm/lightning/hailstorm, snow and ice and wind)
- c) Flood
- d) Drought
- e) Dam failure
- f) Landslides
- g) Avalanches
- h) Earthquakes
- i) Volcanoes
- j) Agricultural hazards
- k) Natural Health Hazards such as West Nile Virus
- l) Earth Subsidence (due to mining activities) Mitigation Plan (2011)

Identified High –Priority Hazards

Urban and Wildfire	“Fire hazards are the most prevalent type of hazard. “Accepting Nevada County’s terrain, climate, rainfall and forest land/urban mix, it is a certainty that significant wildland fires are going to continue as a threat. Generally, the fire season extends from early spring to late fall. Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in the air. These conditions, when combined with high winds and years of drought, increase the potential for wildfire to occur”. Arson and or a commercial fire will continue to remain as serious threats to the commercial and business vitality of the county’s town and cities and developed commercial areas. Enforcement of the county and municipal building, hazardous materials and fire codes will greatly mitigate against future losses of this type. Weather components such as temperature, relative humidity, wind, and lightning also affect the potential for wildfire. High temperatures and low relative humidity dry out the fuels that feed the wildfire creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater a wind, the faster a fire will spread, and the more intense it will be. Winds can be significant at times in Nevada County. North winds in Nevada County are especially conducive to hot, dry conditions, which can lead to "red flag" days indicating extreme fire danger. Winds coming from the southeast have also been noted as a concern in the western third of the County. In addition to wind speed, wind shifts can occur suddenly due to temperature changes or the interaction of wind with topographical features such as slopes or steep hillsides. Lightning also ignites wildfires, often in difficult-to reach terrain for firefighters. Related to weather is the issue of recent drought conditions contributing to concerns about wildfire vulnerability. During periods of drought, the threat of wildfire increases” (Mitigation Plan 2011, p. 28).
Severe Weather	Records show that there have been 69 severe weather incidents affecting Nevada County in the period 1960 to 2000. 28 were incidents related to high wind; 8 incidents were related to freeze or extreme cold ; lightning was the issue in 5 incidents; 21 incidents were reported as heavy rain; and 24 were incidents related to winter storm or snow. Some incidents included more than one cited cause (Mitigation Plan 2011, p. 28). Rain, snow, lightning and high winds are likely to continue as one of the natural threats to Nevada County. Transportation for students is one of the main concerns relating to severe storms. The Nevada County Office of Emergency Services, Cal Trans, Nevada County Superintendent of Schools, local school districts, and the California Highway Patrol work together to determine school closures as needed.

Flood	Flooding is a natural feature of the climate, topography, and hydrology of Forest Charter and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. As identified in the Nevada County General Plan (1996); “Areas within Nevada County subject to 100-year and 500-year flooding are as follows: Deer Creek west from Scott's Flat Reservoir through Nevada City towards Lake Wildwood; two tributaries bordering Alta Sierra and Highway 49 to the east and west; along Bear River to Rollins Reservoir; Little Greenhorn Creek; Greenhorn Creek; Steep Hollow Creek; the South Yuba River; the entire extent of the Truckee River through eastern Nevada County; and tributaries that run south into Prosser Creek Reservoir, Boca Reservoir, and Martis Creek Reservoir. Shorter stretches are located south of Nevada City; along Highway 20 near Penn Valley; and in the northwest area of the county. The flood hazard areas are generally confined to the areas adjacent to the County's local rivers and streams.” Grass Valley identified the following flood hazards in its 2020 General Plan Update as follows: “As indicated by Federal Emergency Management Agency Flood Insurance Rate Maps (FIRM), the City of Grass Valley and the General Plan Planning Area are relatively well drained. The 100-year flood designations are generally confined to narrow bands along local drainages. Few transportation corridors are susceptible to flooding in a 100-year flood event. Idaho-Maryland Road east of SR 49/20 and South Auburn Street south of Whiting Street will be flooded during a 100-year flood.” Some backyard flooding has occurred along Mill Street as it abuts Wolf Creek. “To the extent culverts and storm drains are not maintained, other localized flooding could occur. Structures located in the flood hazard areas would be subject to flooding in a 100-year flood event unless special mitigation is employed” (Nevada County EOP, p. 42).
Hazardous Materials	“Hazardous materials incidents may occur anywhere and at any time in Nevada County. The potential for a hazardous materials incident in Nevada County depends on the volume, distribution, and/or use of chemicals and other hazardous substances in a particular area. An assessment of the known hazardous material threats within Nevada County has been developed. In general, the likelihood of a hazardous materials incident is greatest in the following areas: 1. Transportation Routes Highways, railways, and commercial and military aviation routes constitute a major threat because of the multitude of chemicals and hazardous substances transported along them. Interstate 80 and State Routes 20, 49, 89, 174, and 267 are areas of concern, as are the Union Pacific railroad tracks, which roughly parallel I-80. In addition, the underground pipelines which provide natural gas to various parts of Nevada County and the Underground Hydrocarbon pipeline, which runs adjacent to the Union Pacific railway tracks. 2. Illegitimate Business Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side

Forest Charter Comprehensive Safety Plan

	of the road, posing a serious health threat to the unsuspecting person who stumbles across it” (Mitigation Plan 2011, p. 34).
Earthquake	The western half of Nevada County is in the lowest Earthquake Shaking Potential for California. It is likely that the region will be impacted by future seismic activity and with the exception of the far eastern edge of the County, the magnitude of the incident is not likely to be severe. Lake of the Pines is the primary community developed in the 8-10% peak ground acceleration zone of Nevada County. Developed primarily since the 1960's, Lake of the Pines would not be expected to suffer significant damage during a normal earthquake event for this area. Grass Valley, Nevada City, Penn Valley, Cedar Ridge, Lake Wildwood, Rough and Ready, and North San Juan are the communities primarily in the 10-15% peak ground acceleration zone. Of these communities, Grass Valley, North San Juan, Rough and Ready and Nevada City are those, which have structures of un-reinforced masonry buildings in their older neighborhoods and commercial districts. While possible, it is not expected that normal seismic activity in this area would result in significant damage. (Mitigation Plan 2011, p.28).
Human Health Hazards	“The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The feared avian flu pandemic initially predicted in 2006 and again in later years would be expected to have serious consequences to human health and economics worldwide. Nevada County due to its relatively dispersed population may be impacted differently than the states' major urban areas and their compacted human population. West Nile Virus Nevada County recognizes the potential for WNV to occur within the County and has initiated a public outreach campaign and a limited control program. The Nevada West Nile Virus task force has managed the risk of WNV through focused efforts at reducing the mosquito population and educating the public. Pandemic Flu Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even international concerns for human health and welfare. The influenza virus is particularly dangerous to the very young and old, people with a suppressed immune response or have a susceptibility to respiratory disease from a pre-existing condition(s). Key improvements to Nevada County's infrastructure and communication channels have been deemed confidential however the results of these efforts can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large” (Mitigation Plan 2011, p.34)
Intruder	While a hostile intruder incident has never occurred at Forest Charter, like any educational site, it is vulnerable to intruders.
Terrorism	Forest Charter, like other public institutions, is vulnerable to terrorist activity.

Vulnerabilities

Fire	The County's single largest risk for human life and financial loss is fire. Wildland fires and, in particular, fires that impinge on the wildland urban interface have cost County residents the most financially and in loss of life. The combined efforts of all involved parties maintain a tapestry of vigilance, preventative efforts and rapid response to the wildland fires threat. Residential developments in wildland areas and limited forestland management resources have created and will perpetuate an environment of dense fuel reserves with seasonal wildland fire risk to the County's residents and their improvements. Our best strategy to date has been to thin fuel sources at wildland urban interfaces, educate residents, and provide a rapid response to wildland fires when they start.
Severe Weather	Severe weather across the County routinely leads to regional power outages, isolation of vulnerable regions (single access road closures), and white-out conditions on roadways. Deep snow, strong winds and severe cold have also created unsafe living conditions for vulnerable members of our community. The County recognizes these risks and supports a number of education and outreach programs targeted and reducing the continuing risks of severe weather across the County.
Dam Break	An identified vulnerability would be a collapse of Upper Scotts Flat Dam, which would immediately overflow Lower Scotts Flat Dam. Approximately 25% of Nevada City and 65% of the downtown historic district would be submerged in such a failure” (Mitigation Plan 2011, p19).
HazMat	“The intersection of State Highway 49 and State Highway 20 is of particular concern for hazmat incidents. State Highway 20 is an alternate route when Interstate 80 is otherwise closed. State Highway 49 is the primary access highway for western Sierra County. Increasing population and commerce will invariably result in increasing shipment of hazardous materials on these two significant local routes.

4. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Forest Charter fosters preparedness at all levels. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Forest Charter is committed to taking proactive prevention measures whenever possible to protect the safety and security of staff, students, and visitors. We have policies for bullying and other actions that undermine the safe haven of our schools.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Forest Charter has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Forest Charter was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Regular fire inspections and recommendations are conducted at Forest Charter. Regular drills are conducted with evacuation routes practiced with students and staff.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Forest Charter to deviate from the plan if certain assumptions prove not to be true during operations. The School Safety Plan assumes:

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of Forest Charter affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive office environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve Forest Charter readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Nevada County Superintendent of Schools that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Forest can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the office and school site staff generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Forest Charter may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events.

The Incident Commander at Forest Charter will be delegated the authority to direct all incident activities **until command is passed to appropriate local law enforcement or fire service personnel**. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the County Superintendent or other designated officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander **or local law enforcement or fire service personnel**.

B. Initial Response

Support personnel and teachers are usually first on the scene of an incident. Staff are expected to take charge and manage the incident until it is resolved or **command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility**. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The Executive Director or his/her designee is responsible for activating the School Safety Plan, including common and specialized procedures as well as hazard-specific incident plans found in annexes. The District Superintendent or designee will assign an Incident Commander based who is most qualified for that type of incident. School sites will incorporate the ICS protocol and follow site specific plans. The Incident Commander will report situation status to District Superintendent and/or Associate Superintendent and **will transfer command to local law enforcement or fire service personnel as appropriate**.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes: Forest Charter

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The Superintendent, Associate Superintendent, and school Principals are not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents.

Staff may be required to remain at school to assist in an incident. In the event that this School Safety Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Executive Director

The Executive Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Executive Director still retains the overall responsibility for the safety of staff and students on school sites within the district jurisdiction. However, delegating the authority to manage the incident allows the Executive Director to focus on policy-level activities and interfacing with other agencies, staff, and parents. **Command of an incident is transferred to local law enforcement or fire service personnel as appropriate.**

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this Comprehensive School Safety Plan.

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- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. **(Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)**

B. Teachers on school sites

On the Forest Charter site, teachers and support staff shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be encouraged to be trained and certified in first aid and CPR.

C. Instructional Assistants on school sites

Responsibilities include assisting teachers as directed.

D. Counselors, Social Workers, and Psychologists on School Sites

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

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- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

E. School Nurse (FCS has a part time nurse that is on site for 19 days per year)

When on site, her responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.

Please note: All staff at Forest Charter School are trained in First Aid and CPR.

F. Facilities Coordinator, Admin, or Site Coordinator on school sites

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school

G. Office Staff on school sites

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers. Follow template provided by Public Information Officer (PIO).
- Provide for the safety of essential documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the Superintendent and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Document date, time, incident, and response information.

H. Other Staff (Itinerant Staff, Substitute Teachers) on school sites

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

I. Students on school sites

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.

- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

J. Parents/Guardians of students on school sites

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

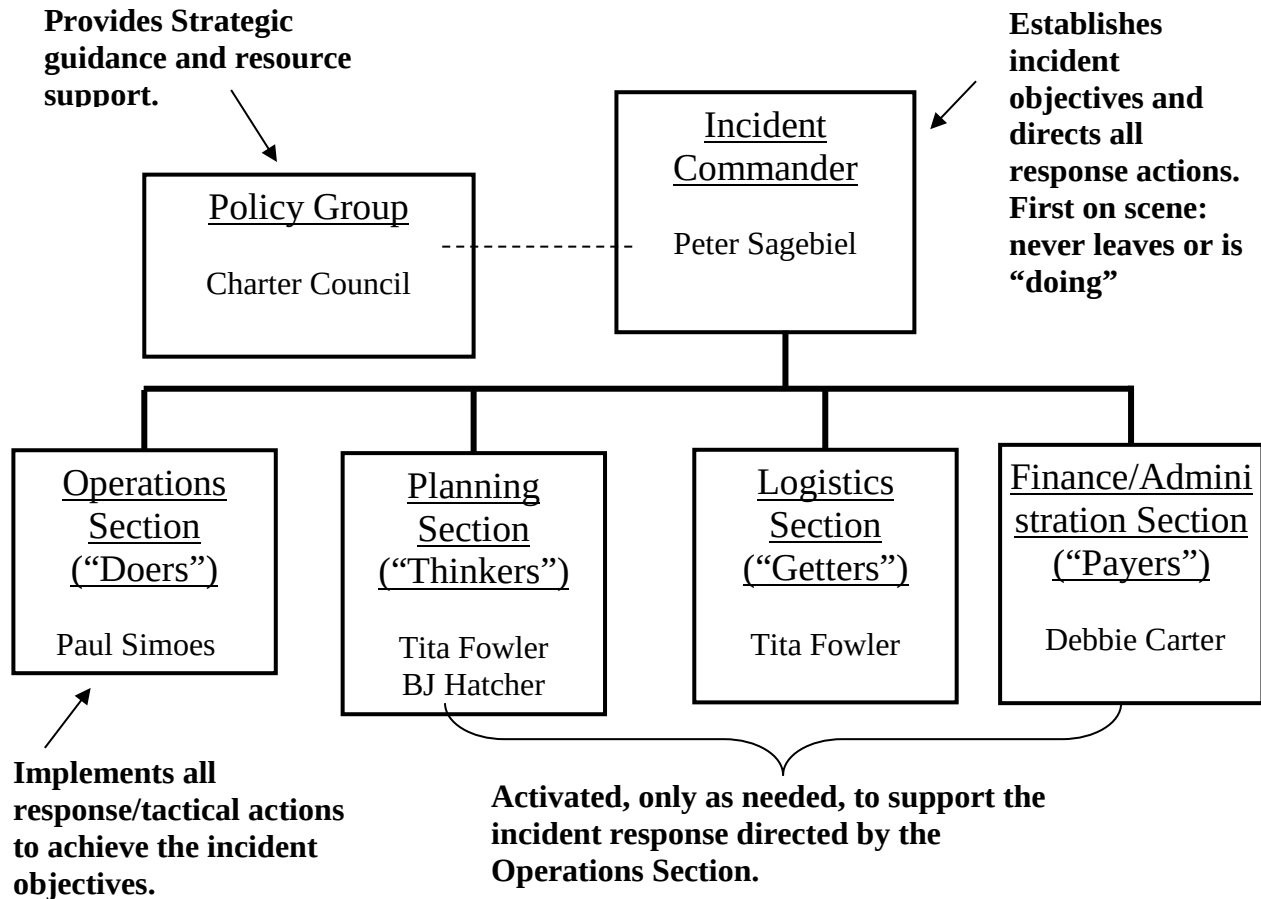
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single-site or multi-incidents, the School Safety Plan will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

**Incident Management Team:
Nevada City Learning Center
470 Searls Ave, Nevada City, CA**



The ICS is organized into the following functional areas:

1. Incident Commander: Directs the incident management activities using strategic guidance provided by the Policy Group.

Office/School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
 - Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
 - Coordinate media relations and information dissemination with the site administrators.
 - Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
 - Document all activities.
2. Operations Section (“Doers”): Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan for school sites affected by incident.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section. Forest Charter staff may be assigned to specific sites to assist in operations.

Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for: • Setting up first aid area for students. • Assessing and treating injuries. • Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/Shelter/Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • Accounting for the whereabouts of all students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team	The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
Strike Team	Potential Responsibilities
Crisis Intervention Team	The Crisis Intervention Team is responsible for: • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

3. Planning Section (“Thinkers”): Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

4. Logistics Section (“Getters”): Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (cell phones, battery-powered radio, written updates, etc.), and use school’s all-call system

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- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
 - Document all activities.
5. Finance/Administration Section (“Payers”): Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, Nevada County Superintendent of School’s Business offices may assume responsibility for these functions.

B. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the Nevada County Superintendent of School’s offices. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

1. Community Emergency Operations Plan (EOP)

Forest Charter maintains a site-specific Comprehensive School Safety Plan to address hazards and incidents. Staff members that maintain and exercise the plan are in frequent contact with Christine Espedal, Safety and School Climate Coordinator, Nevada County Superintendent of Schools. Direction in large-scale events is in cooperation with Nevada County Office of Emergency Services, local law enforcement and fire services personnel.

2. Coordination with First Responders

An important component of the Forest Charter’s Comprehensive School Safety Plan is a set of interagency agreements with various county agencies to aid timely

communication. These agreements help coordinate services between the agencies and Nevada County Superintendent of Schools. Regular communication, collaboration, drills, and exercises maintain an active working relationship.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. Forest Charter's Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Forest Charter will use their own resources and equipment to respond to incidents until incident response personnel arrive.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Forest Charter's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- School all call phone system is available to make all calls to programmed staff, schools, and parents.
- Emails may be sent to teachers in classrooms as an effective communication tool.
- Classroom phones may be used for communication between office staff and teachers.
- The Public Address (PA) system will be implemented for all-school site communication.

2. Communication with specific school sites

- Site specific staff will communicate with the Main Office and Superintendent of Schools office who will notify others as appropriate. Forms of communication may include:

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- o Hard-line phone communication to NCSOS and Main Office
- o Cell phone call directly to Superintendent/Associate Superintendent
- o Email
- o Fax

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Nevada County Superintendent of Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents

Before an incident occurs, Forest Charter will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Comprehensive School Safety Plan, its purpose, and its objectives. Information will be included in the school newsletter and teacher parent meetings (learning record meetings). Further, the school website will have safety information available.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Inform parents of the school site relationship with NCSOS's office.

In the event of an incident, Forest Charter will:

- Disseminate information via automated phone calls, radio announcements, television, and emails to inform parents and staff about exactly what is known to have happened at specific school sites.
- Implement the plan to manage phone calls and parents who arrive at school or at school site.
- Describe how the school, district, and county offices are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Nevada County Superintendent of Schools and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.

- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the school site principal and Policy Group.

All Forest Charter employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

Media contacts at the major television, Internet, and radio stations are maintained by the District Superintendent's administrative assistant. In the case of an incident, these media contacts will broadcast Forest Charter's external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Nevada County Superintendent of Schools will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period Nevada County Superintendent of Schools will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. **Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.** Forest Charter frequently exercises the School Safety Plan and annually conducts a drill with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process

The staff/school site teams will:

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- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the main office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Forest Charter will advise the District and County Office of recovery status.

Forest Charter will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for staff/teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Forest Charter may use include the following:

- Standard telephone - landline
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff on route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- Computers: A wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Forest Charter will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at District and County levels.

B. Recordkeeping

1. Administrative Controls

Forest Charter School Business Offices is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations for Forest Charter. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.

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- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following an incident vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Forest Charter's Executive Director or designee is responsible for the overall maintenance and revision of the School Safety Plan. Coordination of training, exercising, and drills are the responsibility of the Principal or designee.

Forest Charter and the School Board are responsible for approving and promulgating the Comprehensive School Safety Plan. Community fire, law enforcement, and emergency managers' suggestions for improvement will be requested.

A. Approval and Dissemination of the Plan

The Forest Charter safety committee, Site Council, and School Board will approve and disseminate the Comprehensive School Safety Plan following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the date of the change, and the name of the person who made the change.

2. Record of Distribution

Copies of the Comprehensive School Safety Plan will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Committee will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the Superintendent.

B. Plan Review and Updates

The Comprehensive School Safety Plan will be reviewed annually by the Forest Charter Safety Committee, Faculty Council, School Board, and others deemed appropriate by school administration. Compliance with education code Section 32286 requires, "each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1 every year thereafter."

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The Forest Charter Safety Plan will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

Forest Charter understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that all school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur.

Forest Charter School Safety Plan training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the Comprehensive School Safety Plan and annexes.
- First aid and CPR training offered for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Forest Charter staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this Comprehensive School Safety Plan is based. These authorities and references provide a legal basis for incident management operations and activities.

- California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires that all California schools to develop and implement comprehensive Safe School Plans. (Education Code Section 35294.2). *Education Code* Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.
- California Education Code 33031 requires that school principals formulate and submit to the district superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
- California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies .
- Because all schools are integral components of every community and its government, it is recommended that all schools— regardless of whether or not they are recipients of Federal preparedness funding — implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.
- Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:
 1. Assessing the current status of school crime committed on school campuses at school-related functions.
 2. Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

School Climate

I. PURPOSE

The purpose of this annex is to ensure that there are programs in place to provide staff and students with a positive school climate.

II. SCOPE

The annex outlines the importance of a positive school climate and the tools used for assessing school climate and providing data to guide school improvement efforts.

III. CORE FUNCTIONS

Forest Charter School will work to research, support, train, and guide school staff in the development of a positive school climate.

- FCS will work with school staff and administrators to determine professional development needs for school climate topics.
- FCS will assist in procurement, distribution and use of school climate curriculum materials and supplemental aids.

A. Assessment of school climate

Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:

1. Assessing the current status of school crime committed on school campuses and at school-related functions.
2. Identifying appropriate strategies and program that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Forest Charter School reviews appropriate sources of data to identify school safety issues.

- As a measure of school climate the California Health Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
- Attend and/or review notes from the monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings to allow continued collaboration and cooperation with law enforcement, probation, school sites principals, mental health agencies, SARB and school district representatives.
- School Climate data collected from stakeholders during the LCAP development
- Conduct and analyze annual staff and family surveys that include safety reviews
- Review relevant discipline data (e.g. suspension/expulsion rates)

B. Implementation and action for positive school climate:

- Effective counseling and wellness services are available to all students (psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for student support).
- Intervention, threat assessments, and referrals are in place on school sites.
- Staff is trained in CPR and First Aide

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- Small community-building events to build relationships
- Refer resources to parents for bullying prevention and suicide prevention.
- FCS works together with families in the county through PARTNERS: People and Resources Together; a Network of Education, Recreation and Support. Family Resource Centers offer parenting classes and workshops, community resources and referrals, child development information, after-school enrichment, and parent/child classes and activities.
- Suicide Prevention Policy – details training for staff and parents as well as emergency procedures, supporting students, and postvention.
- Bullying/Cyberbullying Prevention:
 - Students in grades 9-12 must take a contemporary skills class that has a unit on cyber-bullying prevention
 - Website resources
 - Staff training
- Staff training on sex trafficking, suicide prevention, and bully prevention.
- Health curriculum in 7th and 9th grade has units on sex trafficking, suicide prevention, and bully prevention.

C. Implementation and action for School Safety

- Clear behavior expectations for each learning center. Admin follows up with visits to each class to discuss and dialogue with students about these expectations. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- Student orientation meetings to discuss and promote a positive school climate
- Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
- Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.
- Access to school sites are appropriately restricted and monitored.
- School Code of Conduct posted in all rooms.

Functional Annexes

Each functional annex describes the policies, processes, roles, and responsibilities for that function. Functional annexes address all-hazard critical operational functions, including:

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the county after an incident that results in disruption of normal activities or services to schools. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

- Common procedures, and
- Specialized procedures.

All functional annexes address:

- Situations under which the procedures should be used
- Who has the authority to activate the procedures
- Specific actions to be taken when the procedures are implemented

II. SCOPE

It is the responsibility of Forest Charter School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to all Forest Charter School learning centers.

The COOP procedures outline actions needed to maintain and rapidly resume essential academic, business, and physical services after an incident. NCSOS relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the superintendent, will perform the essential functions.

Executive Director	▪ Determine when to close schools, and/or send students/staff to alternate locations. ▪ Disseminate information internally to students and staff. ▪ Communicate with parents, media, and the larger school community. ▪ Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Assistant Director and Academic Dean	▪ Ensure systems are in place for rapid contract execution after an incident. ▪ Identify relocation areas for classrooms and administrative operations. ▪ Create a system for registering students (out of district or into alternative schools). ▪ Brief and train staff regarding their additional responsibilities. ▪ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ▪ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ▪ Reevaluate the curriculum.
Facilities Coordinator and/or admin	▪ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ▪ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).

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Office Staff/Business Office	▪ Maintain inventory. ▪ Maintain essential records (and copies of records) including school's insurance policy. ▪ Ensure redundancy of records is kept at a different physical location. ▪ Secure classroom equipment, books, and materials in advance. ▪ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. ▪ Retrieve, collect, and maintain personnel data. ▪ Provide accounts payable and cash management services.
Admin	▪ Establish support services for students and staff/faculty. ▪ Implement additional response and recovery activities according to established protocols.

To implement the COOP procedures:

- All core COOP procedures personnel will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation.

IV. PROCEDURES

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The executive Director will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation.

Alert, Notification, and Implementation Process

Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

B. Relocation Sites, Alternate Facilities and Strategy

Forest Charter School is legally designated as a non- classroom based school. Therefore, if such an emergency arises, students will revert to homeschool/independent study in order to access their education.

In the event that the learning center facilities are not available for an extended period of time, Forest Charter School will work with local agencies to secure a location to conduct any on-site instruction.

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility for business services will be the Nevada County Superintendent of School (NCSOS) office located at 380 Crown Point Circle, Grass Valley, CA 95945.

C. Interoperable Communications/Backup Sites

NCSOS is to be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

D. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

E. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

F. Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school buildings.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

G. RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. A working relationship with Nevada County Mental Health professionals ensures preparation for recovery from an incident.

IV. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will be available to offer expertise and help.

V. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff when directed by the Executive Director or when deemed appropriate by the situation.

A. Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families.
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned. Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

B. Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

C. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

Hazard- and Threat-Specific Annexes

The hazard- and threat-specific annexes:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Provisions and applications for warning the public and disseminating emergency public information are included.

NATURAL HAZARDS: FLOOD

Flooding is a natural feature of the climate, topography, and hydrology of Forest Charter and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

I. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

II. CORE FUNCTIONS

The County of Nevada Office of Emergency Services, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or superintendent, will activate the EOP and implement the Incident Command System. The superintendent will alert staff/faculty and school site administrators in case of imminent or confirmed flooding, including that due to dam failure.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Student Reunification
- Special Needs Population
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

B. Activating the Safety Plan

The superintendent will determine the need to activate the Safety Plan and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the superintendent and Nevada County Office of Emergency Services determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students and staff have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the site administrators of the status and action taken.
- Update the administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where school sites have relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Account for all staff.
- Remain together as a staff throughout the evacuation process.

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- Upon arrival at the safe site, account for all staff. Report any missing or injured staff to the Incident Commander.
- Do not return to the building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

TECHNOLOGICAL HAZARDS: CHEMICAL

I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Nevada County. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an external chemical spill include:

- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an internal chemical spill, the following procedures may be activated:

- Evacuation
- Special Needs Population
- Relocation
- Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

A. Activating the plan for an External Spill

The superintendent will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the school site administrators of the status and action taken.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

3. Staff Actions

- Move staff away from immediate vicinity of danger.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Report any missing or injured staff to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.

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- In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

A. Activating the safety plan for an Internal Chemical Spill

The superintendent will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is internal, the following steps will be taken by the school community:

1. Person Discovering the Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
 - Site name and address, including nearest cross street(s).
 - Location of the spill and/or materials released; name of substance, if known. Characteristics of spill (color, smell, visible gases). Injuries, if any.
- Notify local law enforcement of intent to evacuate.
- Notify the site administrators of the status and action taken.
- Activate communications plan. Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the site administrators, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Incident Management Team and Section Chiefs Actions

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- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school and office property.
- Document all actions taken.

4. Staff Actions

- Move staff away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the superintendent.
- If evacuation is implemented, direct all staff to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all staff have left the building.
- Upon arrival at evacuation site, account for all staff. Notify Incident Commander or designee of any missing or injured staff. Staff should remain together throughout the evacuation and relocation process until all clear is given.

FIRE/WILDFIRE EVACUATION

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students, office and school property in the event of a fire or wild fire on the site or threatening the community.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding fire or wildfire on school or office sites.

III. CORE FUNCTIONS

Forest Charter is compliant with fire codes and inspections mandated by the Nevada County Fire Marshall. Fire extinguishers and fire alarms are strategically placed and inspected in compliance with state recommendations.

A. Operational functions/procedures that may be activated

Operational functions that may be activated in the event of a fire or wild fire on an office or school site or in close proximity include the following:

- Evacuation
- Relocation

1. Incident Commander Actions

- Issue evacuation order as recommended by local Fire Department.
- Determine what procedures should be activated depending on the location and nature of the fire/wild fire.
- Consult with local fire services and Nevada County Office of Emergency Services.
- Notify site specific administrators and staff.
- Designate a specific staff member to coordinate with public safety at the Incident Command Post.
- Be available to deal with the media and bystanders.
- Parent-Student Reunification

2. Staff Actions

- Assist with ordered evacuation

C. Activating the safety plan for Fire/Wild Fire

The Superintendent will determine the need to activate the safety plan and designate a temporary Incident Commander until the local fire department or Office of Emergency Services assumes command.

1. Notify 911 and report fire

2. Incident Commander Actions

- Issue stand-by instruction to all office and school site staff
- Determine what procedures should be activated

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- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation.
- Notify Maintenance to shut off utilities as appropriate.

3. Incident Management Teams and Section Chiefs Actions

- Follow evacuation protocol assisting students and staff.
- Review procedures with staff as needed.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by Incident Commander.
- Take appropriate action to safeguard office and school property.
- Document all actions taken.

4. Staff actions

- Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify Principal.

HUMAN-CAUSED HAZARDS: INTRUDER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto Forest Charter property.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school or office sites.

III. CORE FUNCTIONS

Staff is trained and encouraged to call 911 if they feel threatened or unsafe.

Procedures are in place to address visitors to campus. People not affiliated with the school are asked to check in/sign in at the front office. Families or other people associated with FCS are allowed on campus without signing in as long as someone on staff can verify their identity.

In the event of an intruder, Forest Charter will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Alert - notify those in harm's way of the danger at hand. Call 911. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- Lockdown or shelter-in-place – Lock down and barricade entry points as appropriate for incident. Law enforcement will enter locked rooms with a key; staff should not open door on command.
- Inform – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
- Counter – If the intruder enters the room with intent to cause harm, counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.

- Evacuate – Put time and distance between staff and intruder if safe to do so.

B. Activating the Safety Plan

The principal or superintendent will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex. The Incident Commander will transfer command to law enforcement as soon as possible.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

HUMAN-CAUSED HAZARDS: ACTIVE SHOOTER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on Forest Charter property.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school property.

III. CORE FUNCTIONS

Staff is trained and encouraged to call 911 if they feel threatened or unsafe.

Procedures are in place to address visitors to campus. People not affiliated with the school are asked to check in/sign in at the front office. Families or other people associated with FCS are allowed on campus without signing in as long as someone on staff can verify their identity.

In the event of an active shooter, Forest Charter will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep staff and students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- **Alert** – notify those in harm's way of the danger at hand. Report incident immediately to law enforcement. Be clear, concise, and accurate with information. Caller should identify self, the location, suspect information, type of weapon (if applicable), direction of travel and call back number.
- **Lockdown** – Lock down and barricade entry points. Lock doors, cover windows, turn off lights. Only law enforcement may enter a locked-down room or an administrator with a key. Do not open doors by voice command.
- **Inform** – Principal or designee will give real time updates to affected school and office sites as approved by law enforcement.
- **Counter** – If the active shooter enters the room, be prepared to counter the attacker as a last resort. Use distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder.
- **Evacuate** – Put time and distance between staff and intruder if safe to do so.
- **Parent-Student Reunification**
 - Rooms will be cleared by law enforcement; children will be moved to reunification site. Reunification plan will be implemented.

- Recovery: Psychological Healing

B. Activating the Safety Plan

The principal or superintendent will determine the need to activate the Safety Plan and designate an Incident Commander to implement the procedures specified in this annex.

The Incident Commander will transfer command upon the arrival of law enforcement.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent/Policy Group of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement reunification plans
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

References

Local Hazard Mitigation Plan (LHMP) of Nevada County. (2011).

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Appendix J:

Enrollment Policy



Section: 500

Policy: 004

FCS Council Approved: February 15, 2011

Revised: September 20, 2016

Revised: October 25, 2016

Revised: November 7, 2017

Enrollment Policy

Rationale

Forest Charter School (“FCS”) is committed to providing a personalized learning experience for all students. Further, FCS wants to be sure that the enrollment process is fair and equitable. With these considerations in mind, FCS has adopted the following policy:

Admission Requirements

In accordance with Education Code Section 51747.3, students must reside in Nevada County or adjacent counties to be enrolled in FCS. Students must meet the minimum age for admission to a public school (generally 5 by September 1) and must not exceed the maximum age for public school admission (no older than 22 and once 19, must remain continuously enrolled in a public school and without a break in enrollment since that time, is making satisfactory progress toward a high school diploma. FCS admits all students who wish to attend subject only to the geographic limitations set forth in Section 51747.3 and the age limitations described above. FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race, ethnicity, national origin, gender, gender expression, gender identity, sexual orientation, disability or religion.

General Enrollment Procedure

Students wishing to attend Forest Charter School must fill out the online form on the FCS Website during one of the open enrollment periods. If a family is unable to fill out the online form, they may contact FCS by telephone for assistance.

In the case that there are more students who wish to enroll than there is capacity, enrollment will be determined by public random drawing. Preference in the public random drawing (“lottery”) will be given in the following order:

1. Students who were enrolled in FCS in the previous year and are continuing their education with FCS
2. Children or grandchildren of administrators, office staff, special ed staff, supervising teachers and any other learning center employees currently working at FCS
3. Siblings of current students already enrolled in FCS for at least two full Learning Periods
4. Applicants on the waiting list who reside in Nevada County
5. Residents of the Chicago Park School District
6. All other applicants

Open Enrollment Periods for fall applicants and lottery

- February, March, and April – Beginning the first Monday of the month and ending the last school day of the month that the office is open.
- May and June – Three (3) two-week enrollment periods will be held beginning with the first Monday in May. Each enrollment period will run for ten school days (except that Memorial Day will count as a school day). If necessary, an additional open enrollment period will be established for one week in June.
- If these enrollment period dates need to be changed, the new dates will be posted on the website, and at the main office.
- If there are more applicants than available spots for any open enrollment period, a lottery will be held at 3:30 the next school day after any enrollment period closes to determine who is eligible for enrollment and the order of the waiting list.
- If space is still available in August and beyond for current year enrollment, FCS will first offer enrollment to students based on the waiting list and then hold weekly lottery sessions every Friday as needed (i.e., when there are more interested students than there are spots available). The weekly enrollment period will close each Friday at 3:00 and the lottery will be pulled that same Friday at 3:30. Other students will be kept on a waiting list and FCS will contact these students in the order of the wait list to offer a space. To accept the enrollment space, the parent/guardian will meet with the administrator or designee and submit all required registration documents within the timeline described below.

Other Considerations

- In accordance with Education Code Section 51745(c), students who enroll with an existing open IEP, may not participate in independent study unless the IEP specifically provides for that participation. As a result, it may be necessary for an IEP team meeting to be held. The legal requirement for an IEP meeting will not delay enrollment.
- Due to FCS' unique non-classroom based/ personalized learning structure, students who are under a current expulsion order from a previous school will require special consideration and may not be accepted.
- Due to FCS serving a large geographic area, enrollment space may vary based on the space available with the Supervising Teacher ("ST") serving that specific geographic area. (e.g., FCS will not require an ST from Nevada City to serve students in Truckee if the Truckee Supervising Teachers are all at capacity.)

- Twins – Twins will be placed in the lottery as one student and receive the same lottery position. If there is only one spot available, the family will be offered placement for one twin. If the family declines the offer of placement, the twins will remain on the lottery list in the same position and the applicant next on the list will be offered the placement. Twins will not be dropped from the list or dropped to the bottom of the list if the decline a spot unless there are two enrollment spots available at the time of declining.

Acceptance of Enrollment

- After a student has been drawn in the lottery, FCS will contact the family via phone and email (if provided) on the online form. Once contacted by the school, the family has two business days to contact Forest Charter School and schedule the orientation meeting with the administrator or designee in order to accept the spot. If Forest Charter does not hear from the family within these two business days, the enrollment spot will be given to the next student on the waiting list, and the student who was originally called will be moved to the next spot on the waiting list.
- FCS will attempt to contact a family for two different open spots in the school. After two attempts to contact a family with an open enrollment spot where the family does not respond to the school, the family will be removed from the waiting list.
- If a family declines an enrollment spot the student will be removed from the waiting list.
- Following the orientation meeting with the administrator or designee, the family will have three business days to turn in all the required registration documentation/forms. If all of the documentation/forms are not turned in within three business days, FCS will offer the enrollment spot to the next student on the waiting list.
- FCS will make every effort to assist and accommodate parents in compiling registration documentation. FCS complies with all laws regarding homeless and foster youth and will not delay registration in the case of a homeless or foster youth without required registration documentation.

Wait List

- Students will remain on the wait list from year to year in the same order as long as they re-contact FCS and establish their continued interest. However, at the end of each enrollment period, the list may be adjusted if a new applicant meets one of the articulated preferences described, above (e.g., the child of a staff member) that the original applicant does not.

Appendix K:

Suspension/Expulsion Policy



Suspension and Expulsion Policy and Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Forest Charter School ("Charter School"). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School administrators have reviewed the suspension and expulsion policies of Forest Charter School and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures process has been prepared to provide due process to all students. Adherence to the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment that all discipline policies and procedures are posted on the Forest Charter website and are available in hard copy upon request at the Forest Charter School office.

Each disciplinary case will be reviewed on a case-by-case basis. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be posted on the Forest Charter School website and be available in hard copy upon request.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the

same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, vaping, e-cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any grades 4 to 12 inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against

that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of

having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

If it is determined by the Administrative Panel and/or School Charter Council ("Board") that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or

incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private

property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, vaping, e-cigarettes, smokeless tobacco, snuff, chew packets and betel.

- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- l) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a

pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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

If it is determined by the Administrative Panel and/or Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and

impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

F. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non- attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at

the hearing;

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

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support

person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Special Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. NOTIFICATION OF SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the

parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter

School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. SPECIAL CIRCUMSTANCES

Charter School personnel may consider any unique circumstances on a case-by- case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's

disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

I. Record of Hearing

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

J. Presentation of Evidence

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

A student expelled from Forest Charter School can appeal the decision of the Forest Charter School board to the Nevada County School Board. The Nevada County School Board will ensure that Forest Charter School followed all due process requirements.

L. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the County upon request.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the

expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

The decision to re-admit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Director following a meeting with the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. If the Executive Director determines that it is not in the best interest to admit the pupil, the pupil may appeal the Director's decision at the next board meeting in closed session. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Appendix L:
2019-20 Adopted Budget & Three Year
Budget Plan

FOREST CHARTER SCHOOL
ADOPTED 2019/2020

	ADOPTED 2019-2020	YEAR 2 2020-2021	YEAR 3 2021-2022
ENROLLMENT	735	740	745
ADA	720.00	725	730
REVENUE			
LCFF	\$ 5,003,876	5,225,005	5,469,106
Prop 30 EPA	1,061,605	1,068,977	1,076,349
In-Lieu Property Taxes	791,702	791,702	791,702
Total LCFF	\$ 6,857,183	7,085,684	7,337,157
Federal Revenue - Other			
SELPA - Federal (3310) RESTRICTED	137,600	137,600	137,600
SELPA - State (6500) RESTRICTED	174,738	174,738	174,738
Mental Health (6512) RESTRICTED	40,202	40,202	40,202
Mandate Block Grant (0009)	21,030	22,139	22,287
One-Time Discretionary Grant (0009)			
State Lottery (1100)	107,024	108,720	109,475
State Lottery (6300) RESTRICTED	37,565	38,160	38,425
State- Class Dev Grant (7311) RESTRICTED			
State- Low Perform Grant (7510) RESTRICTED			
STRS on Behalf (7690) RESTRICTED	245,757	245,757	245,757
Local - donations (0009)	28,600	25,000	25,000
Local - other (0009)	27,500	27,500	27,500
Other			
Total Revenue	\$ 7,677,199	\$ 7,905,500	\$ 8,158,141
EXPENDITURES			
Personnel Costs			
Certificated Salaries	\$ 3,306,340	3,405,530	3,507,696
Certificated Increase/Decrease	0.0		
Certificated Total	\$ 3,306,340	3,405,530	3,507,696
Classified Salaries	\$ 736,066	754,468	773,329
Classified Increase/Decrease	0		
Classified Total	\$ 736,066	754,468	773,329
Benefits	\$ 1,317,250	1,356,768	1,397,471
Total Personnel Costs	\$ 5,359,656	5,516,765	5,678,496
Expenditures			
Materials & Supplies	\$ 238,136	240,000	245,000
Non Capitalized Equipment	\$ 21,838	22,000	23,000
Total Books and Supplies (4000)	\$ 259,974	\$ 262,000	\$ 268,000
Other Operating Expenses (5000)			
SubAgreements for Services 5100	870,298	939,922	1,015,116
Travel and Conferences 5200	11,300	12,500	12,500
Dues and Memberships 5300	17,000	12,500	12,500
Insurance 5400	25,000	26,000	27,000
Operations& Housekeeping 5500	40,000	40,000	40,000
Rent, Leases, Repairs, Non Cap IM 5600	379,417	380,000	385,000
Prof/Consul/Svcs& Oper Expense 5800	627,740	650,000	660,000
Communications 5900	17,500	17,500	17,500
Bldgs and Improve 6200			
Excess Program Costs 7100	89,813		
Total Program Costs	\$ 2,338,043	\$ 2,340,422	\$ 2,437,616
Total Expenses	\$ 7,697,699	7,857,187	8,116,112
Net Increase/Decrease	\$ (20,500)	\$ 48,313	\$ 42,029
Beginning Balance	\$ 1,549,996	1,529,496	1,577,809
Ending Balance	\$ 1,529,496	1,577,809	1,619,839
Revolving/Clearing	\$ 2,600	\$ 2,600	\$ 2,600
Required Reserve (5%)	384,885	392,859	405,806
SE Reserve	153,954	157,144	162,322
PY Prop 39			
College Readiness Grant			
Tobacco Use Prevention			
CaSTRS Support			
Additional Reserves			
Low Performance Grant			
Building Project Reserve	600,000	600,000	600,000
STRS Support			
Unappropriated Fund Balance	\$ 388,057	425,206	449,111

Charter Council Approved: May 21, 2019

Appendix M:

2019-20 Budget Narrative

Forest Charter School

Budget Narrative and Assumptions
2019-2020 Adopted Budget
Date: May 13, 2019

Summary

Governor Gavin Newsom released his first May Revise on May 9th, 2019 with his continued focus of “California for All” vision from January. This process is the final update to economic assumptions and revenue estimates prior to the required June approval and implementation of the 2019-2020 budget.

The May Revise emphasizes the need for fiscal prudence and the statewide concern of an inevitable recession within the next 3 years. Key elements for Forest Charter School include the following:

- **CalSTRS:** Proposes an additional investment to further reduce the CalSTRS employer contributions rate from the statutory rate of 18.13% to 17.1%, an approximate \$34,055 savings to FCS.
- **COLA:** Decrease funds for the cost-of-living adjustment (COLA) for the Local Control Funding Formula. If the budget is approved, the COLA will slightly decrease from the 3.46% estimated in January to 3.26%.
- **Proposition 98:** Prop 98 (voted in 1988) establishes a minimum funding guarantee for TK-12 education and community colleges based on complex formulas from one year to the next. The May Revision provides increases in all three budget years, largely due to increases in General Fund revenues and a slightly slower ADA decline. The details of how this will impact FCS will be clarified at the Governors Workshop on May 20th.

Forest Charter School will continue to budget thoughtfully and responsibly, with input from our County Office of Education, our Governing Board and our staff.

Overview of Local Control Funding Formula (LCFF) and what it means:

Implemented in 2012-2013, the intent of the Local Control Funding Formula (LCFF) is to increase flexibility and accountability at the local level so those closest to the students can make the decisions and ensure that student needs drive the allocation of resources.

The basic design of the LCFF has been to eliminate most categorical programs and fund schools based on student demographics. The LCFF provides a base 'per-student rate' (per grade level span) with additional funding for Supplemental and Concentration grants for high need students.

The *Supplemental grant* is funding which is generated by each student who is identified as an English Learner (EL), or who is eligible for free or reduced price meals (FRPM), or who is a foster youth.

The *Concentration grant* provides an additional 50 percent for each pupil exceeding 55 percent eligible as high needs. Charter schools are eligible for a concentration grant, however their eligibility is capped at the average FRPM rate of the district in which the school is physically located, rather than the actual FRPM percent of the charter school. A charter school that has Learning Centers in more than one school district cannot exceed the percentage of unduplicated pupils of the school district with the highest percentage.

So, what does this mean to FCS?

- FCS is fully funded under the LCFF calculation
- As part of the total funding received, \$535,101 is estimated to be generated as *supplemental funds* principally directed to support our FRPM population.
- FCS is not eligible for the concentration grant

Overview of Local Control and Accountability (LCAP) and what it means:

The LCAP is an important component of the Local Control Funding Formula as it integrates input from stakeholders in collaboration with the school's action plan to formulate annual goals for all pupils, with specific actions to address state and local priorities. The LCAP focuses on the actual services provided to students plus accountability for the results achieved through increased and improved services.

Based on stakeholder input and our current action plan, FCS develops a 3 year Local Control and Accountability Plan that set annual goals for all students with specific goals for our Free and Reduced Priced Meals (FRPM) population. The LCAP continues to maintain a part-time intervention specialist for both English Language Arts and Math who will support all students and identifies additional resources to support tutoring, curriculum and other resources principally directed towards our FRPM population. FCS is implementing various tools to establish viable benchmarks for our students and the hiring of two part-time counselors to support student's emotional needs. The current LCAP can be found on the FCS website at www.forestcharter.com

Education Protection Account (EPA)

The Education Protection Account (EPA) provides schools with general purpose State aid funding pursuant to Proposition 30, approved by voters November 6, 2012. In 2016 voters approved extending the personal tax increase to support education through 2030. The EPA is a component of the school's general purpose entitlement.

- As outlined in Proposition 30, EPA monies are collected through taxes throughout the year and paid to schools on a quarterly basis.
- The FCS governing board is required to make the spending determinations with respect to monies received from the EPA in open session of a public meeting. These spending determinations are posted on our website at www.forestcharter.com.
- FCS estimates \$1,061,605 in EPA Funding for the 2019-2020 school year.

California State Teacher's Retirement System (CalSTRS)

The teacher's retirement system was projected to run out of money by 2046, however, steps are in place to completely fund CalSTRS by 2045. The employer contribution rate was projected to increase from 8.88% to 19.10% by 2020-21. The Governor's January Budget decreased this amount from 18.13% to 17.10% for 2019-20, an approximate saving of \$34,055 over 2nd Interim projections. Governor Newsom's May Revise is proposing an additional decrease to the employer contributions from 18.13% to 16.7% in 2019-20, which would be an additional estimated savings of \$13,225. However, our Adopted Budget reflects the proposed January decrease of 17.10%, as recommended by our authorizer (NCSos). Once the Governor's May Revise is approved, the budget will be revised at 1st Interim. FCS continues to monitor the fiscal impact on the school's budget.

Low-Performing Students Block Grant

The Low-Performing Students Block Grant is a state education funding initiative with the goal of providing grant funds to local educational agencies serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as specified in Education Code Section 41570(d). FCS will carryover approximately \$20,500 in grant funds into the 2019-20 school year. These funds will be reflected as expense only.

School Lunch Program

On September 18, 2018 the Governor approved Assembly Bill 1871, which requires all charter schools to provide meals that meet the federal nutrition requirements to low-income students during each school day. The bill includes nonclassroom-based charter schools for eligible students who are scheduled in advance to attend a learning center facility for a minimum of two hours. The bill is scheduled to go into effect July 1, 2019.

Although we are not planning to participate in the federal rebate program, FCS will meet the requirements by implementing the following:

DCarter/FCS

- Offering a shelf-stable “grab-n-go” breakfast option to all eligible students at all of our Learning Centers
- Purchase necessary equipment to store food and beverage options by using locked storage cabinets
- Purchase Point-of-Sale software that will automatically connect with student ID’s and anonymously determine whether the student will be charged for the meal or is eligible for Free and Reduced Price Meals.
- Clarify staffing needs to monitor and implement the breakfast program
- Confirm the food vendor which will best meet the needs of our school and various Learning Centers

We have currently budgeted \$14,000 in anticipated start up and ongoing costs.

Independent Study Instructional Budget Increase

Throughout the 2018-19 school year, we have been discussing and analyzing how to better serve, and grow, our Independent Study population in the Auburn area. The final analysis at the end of the year reflects the following:

- 16% of our Independent Study students went over their allotted \$2000 instructional budget. FCS consciously supported our families that were attending core academic community classes on a case-by-case review basis up to \$3000 annually.
- Only 2 high school students went slightly over the \$3000 limit

Based on these results and the school’s desire to support our independent study families, in addition to remaining competitive and grow in the Auburn area, we are implementing an annual increase to \$3000. This increase will have little or no anticipated fiscal impact to the adopted budget and will be offset by the following:

- Remove Field Studies/Field Trips from the general fund, requiring families to fundraise for these opportunities through the FCS Foundation.
- Allocate \$25,000 in Lottery funds to provide extra support in curriculum and core academic expenses

- Continue to build the Auburn Independent Study population
- Closely monitor independent study student spending trends

Adopted Budget in Summary

The Adopted Budget is based on an ADA projection of 720 students and reflects a net decrease of (\$20,500), which is a result of our Low-Performing Grant carryover funds as expense only. FCS will focus on closely monitoring the schools budget and spending trends by implementing the following:

- Provide the Board with specific monthly reports that will track spending in relation to ADA
- Utilize different funding resources to offset student support, such as fundraising through the FCS Education Foundation, etc.
- Review annual costs of school programs to analyze ongoing sustainability
- Continue to bring the school's cash flow, identifying any major variances, as part of our monthly Charter Council meeting

Our Adopted Budget reflects the following:

1. Student Support:

- Increase the Independent Study instructional budget to \$3000 annually
- Maintain 2 part-time councilors to support the emotional needs of our students
- Maintain a schoolwide seven (7) year curriculum rotation for our core curriculum used in Block Classes and Co-op's
- Maintain a schoolwide technology replacement program to provide students in grades 6 - 12 with the latest technology in chromebooks
- Continued implementation of an Intervention Specialist for ELA and Math support for all students with a concentration on our unduplicated student population

2. Employee Support:

- Provide First Aid/CPR training to all staff as part of our ongoing safety plan
- Continue to implement a schoolwide PPO health benefit plan with a Health Savings Account (HSA) in an effort to provide the best possible health care option at an affordable cost to all benefit eligible employees
- Increase CalSTRS employer contribution rate to 17.10%

3. Schoolwide Support

- Continue to hold a separate Special Education Reserve

Multi-Year Projection

Our Budget Summary and Multi-Year Projection identifies the following key points:

- In 2019-2020
 - o Enrollment growth to 735 ADA at 720
 - o LCFF revenue based on School Services projections and LCFF Calculator
 - o EPA Funding of \$1,061,605
 - o COLA decreased to 3.26%
 - o Increase in the employer contribution to CalSTRS from 16.28% to 17.1%
 - o No CalSTRS contribution being held in the ending fund balance
 - o Continued implementation of a 7-year curriculum rotation for our block classes and co-op's
 - o Ongoing implementation of a technology replacement program to keep our chromebooks updated
 - o Deficit spending at year-end of (\$20,500) due to the Low-Performance Student Grant funds budgeted as 'expenditures only'
 - o Ending Fund Balance includes a Capital Expense reserve of \$600,000, a 5% required reserve and a 2% Special Education reserve
- In 2020-2021
 - o Enrollment growth to 740 ADA at 725
 - o LCFF revenue based on School Services projections and LCFF Calculator
 - o Increase in the employer contribution to CalSTRS from 17.1% to 18.1%

- o Balanced budget at year end
- o Ending Fund Balance includes a Capital Expense reserve of \$600,000, a 5% required reserve and a 2% Special Education reserve
- In 2021-2022
 - o Enrollment growth to 745 ADA at 730
 - o LCFF revenue based on School Services projections and LCFF Calculator
 - o Increase in the employer contribution to CalSTRS from 18.1% to 18.6%
 - o Balanced budget at year end
 - o Capital Expense maintained at \$600,000
 - o Ending Fund Balance includes a Capital Expense reserve of \$600,000, a 5% required reserve and a 2% Special Education reserve

Audit Regulation Updates

Charter Schools are required to go through an annual audit conducted by an outside firm to review the fiscal procedures and contemporaneous records of attendance compliance as outlined in the State Audit Guide. This year, annual audits will include the following:

- The LCAP and its process will be subject to an audit, which verifies whether or not the funds provided through apportionment and supplemental funding have been spent in accordance with the requirements
- The audit will verify the school's Education Protection Account Plan (EPA) to ensure that funds were spent in accordance with EPA requirements
- The audit will ensure that data collection procedures for our unduplicated pupil count complies with Ed Code 42238.01(a)
- The SB 740 Funding Determination will be audited to ensure that FCS meets all regulated requirements

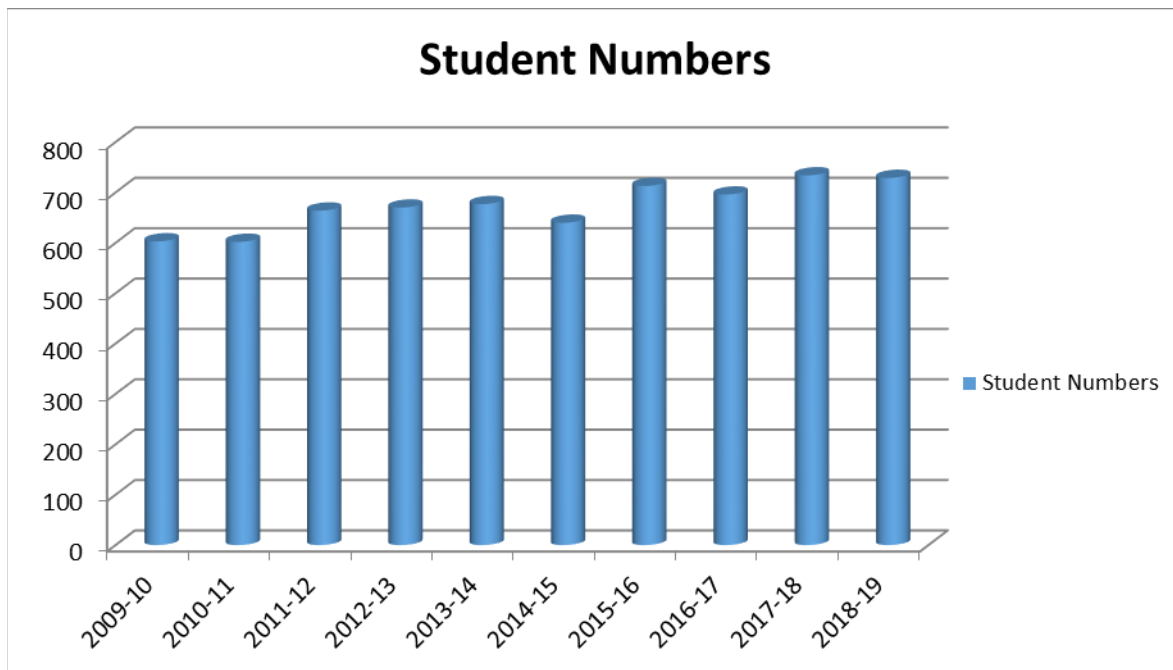
Enrollment

The California Basic Education Data System (CBEDS) is an annual data collection, administered every October by all public schools, to collect information on student and staff demographics.

Assembly Bill 1994 (AB 1994) requires Independent Study schools to hold the majority of their enrolled students in the county in which they are sponsored. Based on the current enrollment, 73% of enrolled students reside in Nevada County, meeting our mandated 51% In-County restrictions.

Enrollment History:

The enrollment numbers displayed in the following graphs are based on the schools CBEDS numbers, which are collected at the first part of October of each year. The CBEDS number for 2018/19 was 23 students less than the same time last year. Although our October number is lower than last year, our total enrollment is currently at 748 students for the 2018-2019 school year.



Enrollment by Grade:

<u>Enrollment by Grade</u>	09/10 CBEDS	10/11 CBEDS	11/12 CBEDS	12/13 CBEDS	13/14 CBEDS	14/15 CBEDS	15/16 CBEDS	16/17 CBEDS	17/18 CBEDS	18/19 CBEDS
K	18	17	23	23	17	31	31	28	29	36
1	28	22	19	22	21	23	27	27	29	28
2	23	28	24	19	24	24	27	30	35	31
3	29	28	28	33	24	28	33	36	32	41
4	26	40	34	28	28	29	36	40	40	38
5	42	36	43	41	35	34	36	43	55	34
6	39	47	44	50	48	48	49	66	54	56
7	32	56	59	48	60	53	54	69	74	57
8	42	64	71	70	51	75	62	79	77	78
9	61	53	61	69	53	61	67	54	70	68
10	82	87	75	73	86	91	58	85	68	74
11	87	94	100	94	80	131	93	71	85	77
12	79	92	89	107	103	85	123	103	81	88
Total Enrollment	588	664	670	677	640	713	696	731	729	706

Senate Bill 740 (SB 740)

California Senate Bill 740 (SB 740) was passed in October 2001 to strengthen the oversight of non-classroom based schools and implement funding cutbacks for schools that failed to meet spending standards. Since the bill was passed, non-classroom based schools have increased both instructional spending and spending on certificated staff salaries as a proportion of revenues. In order to receive 100% funding, a non-classroom based school must meet the following criteria:

1. At least 80 percent of total revenues must be spent on instruction and related expenses, which includes certificated staff salaries and benefits *and*
2. At least 40 percent of the above mentioned revenues must be spent on certificated staff salaries and benefits *and*
3. The overall pupil-teacher ratio must be 25:1 or lower

In October 2016, FCS received a 4 year 100% Funding Determination. Our funding determination was based on the following information:

Certificated Staff Costs	51.43%
Expenditures on Instruction (+) allowable Facilities Costs	87.73%
Pupil to Teacher Ratio	20:1

- ***Lottery Revenue***

Unrestricted = \$151 per prior year ADA

Restricted = \$ 53 per prior year ADA

Projected 2018-2019 Expenditures

- Instructional Budgets to support personalized student learning:
 - o Home School Students: \$3000/year for grades K – 12
 - o Block Class Students: \$500/year for all grades
 - o Co-op Students: Annual budget pooled within co-op/all grades
- Certificated Staffing:
 - 1 FTE Director
 - 2.6 FTE Assistant Director (Truckee, Nevada City and Auburn/Foresthill)
 - 1 FTE Academic Dean
 - 34.6 FTE Supervising Teachers
 - 1.0 FTE College and Career Advisor (Nevada City)
 - .4 FTE Math and ELA Intervention Specialist
 - Substitute teachers
 - Stipends: Department Heads, Mentor Teachers, Masters Degree, K-8 Block Class Coordinator, Resource Center Coordinator, County Academic Tournament Coordinator
 - Block Class Instructors (Budget based on historical trend)

Classified Staffing:

- 1 7.5hr per day Business Director/Supervisor @ 210 work days (exempt position)
- 10 FTE 7.5hr per day Support Staff @ 210 work days
- .6 Mental Health Counslor(s)
- Block Class Instructors (Budget based on historical trend)

Payroll Costs:

STRS	17.1%	PERS	20.70%
Medicare	1.45%	Social Security	6.20%
Unemployment	0.05%	Workers Comp	.99%

Health Benefits:

FCS offers a High Deductible PPO Health Plan with a Health Saving Account to all eligible employees.

- FCS implemented a 'tiered' benefit cap structure, providing a cap based on family demographics:

PLAN	PER EMPLOYEE CAP	EMPLOYEE COST/MO	PLAN COST
Employee Only	\$4,562.28	\$11.77	\$4,691.52
Employee with child(ren)	\$7,637.04	\$73.42	\$8,444.64
Employee plus spouse	\$8,212.00	\$191.76	\$10,321.32
Employee plus family	\$10,543.20	\$363.71	\$14,543.76

- Dental and Vision Care are offered as voluntary plan options

Oversite and Business Services:

- Cost of 1% County Oversight = \$ 67,369
- Cost of 3.5% Business Services = \$240,001

Special Education:

- Special Education continues to be a shared expense between the members of the Nevada County Charter Services Authority (NCCSA) offering a very efficient model for the delivery of special education services to our students.
- The FCS special education annual encroachment projected in our Adopted Budget for the 2019-2020 school year is \$598,088
- FCS will receive \$313,785 in SELPA funding for 2019-2020 and an estimated \$40,202 in Mental Health dollars
- Total projected special education costs = \$952,075; a 14% increase over 2018-2019

Cash Flow

We will continue to monitor and provide the council with monthly reports of our cash flow.

DCarter/FCS

Appendix N:

Code of Conduct



CODE OF CONDUCT

Students can demonstrate

Focus
Open-mindedness
Respect
Empathy
Self-reliance
Teamwork

as individuals

as members of a school

and as part of a larger society