

Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda

August 27, 2024

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959
Network User ID: FC_Public
Network Password: PineCedar2

10725 Pioneer Trail # 201, Truckee, CA 96161
23221 Foresthill Road, Foresthill, CA 95631
11952 Masters Court, Auburn, CA 95603

Dan Thiem, Chair Amea Medeiros, Parent Representative Gabriella Stockdale, Parent Representative <VACANT>, Parent Representative <VACANT>, Parent Representative Tita Fowler. Secretarv

Join the Meeting via Zoom:

<https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazl3bERnZGIYUT09>

Meeting ID: 854 0839 8614

Passcode: 873378

Dial by your location

+1 408 638 0968 US (San Jose)

Meeting ID: 854 0839 8614

Find your local number: <https://us02web.zoom.us/u/kb7yu4OPaF>

AGENDA:

1. Call To Order
2. Roll Call
3. Information/Action: A, B, C, and D may be considered for Consent Agenda--Meshawn Simmons
(E-Attachments)
 - Shall the Consent Agenda be approved?
 - A. Adoption of the August 27, 2024 Agenda
 - B. June 10, 2024, and June 11, 2024, Charter Council Meeting Minutes (page 4)

- C. Contracts (August) (page 10)
- D. Warrants (June and July) (page 12)

4. Discussion: Other

This is an opportunity for audience members to address the Council on non-agendized items. Agendized items may be either addressed at this time or when the items come up for discussion.

The Council cannot discuss or take action on non-agendized items tonight, but items may be agendized at a later Council meeting for discussion and/or action. Public comments are limited to three minutes.

Action Item:

5. Action: FCS New Charter Council Member Appointment—Dan Thiem, Peter Sagebiel

- Should the Council approve the appointment of Amber Baker as a Charter Council Parent Representative?

Information/Discussion Items:

1. Information: FCS School Parent Representative Resignation—Dan Thiem, Peter Sagebiel

Peter and Dan will discuss the resignation of newly appointed Parent Representative Brooke Sandy.

2. Information: Learning Center Updates—Christine Sween, Janice Eggers, Dawn Anthney

Christine, Janice, and Dawn will provide learning center updates.

3. Information: School Dashboard Update—B.J. Hatcher (page 18)

B.J. will provide the Council with updates to the School Dashboard.

4. Information: Forest Charter School Local Indicators—B.J. Hatcher

B.J. will provide the Council with Local Indicator updates.

5. Information: Student Achievement—B.J. Hatcher, Peter Sagebiel

B.J. will update the Council on student achievement, CAASPP testing, and Spring iReady assessments. Peter will review changes to our benchmark and intervention expectations.

6. Information: 2024/25 Budget and Cash Flow—Meshawn Simmons (page 19)

Meshawn will update the Council on 2024/25 Budget items and Cash Flow.

Action Items:

7. Action: Forest Charter School Sped Support Teacher Salary Schedule--Meshawn Simmons (page 20)

- Should the Council approve the Forest Charter School Sped Support Teacher salary schedule?

8. Action: Forest Charter School Policy Updates--Peter Sagebiel, Meshawn Simmons
(page 21)

- Should the Council approve updates to the following Forest Charter School policies:
 - Administration of Medication Policy
 - Independent Study Policy
 - Internal Complaint Policy
 - Math Assessment Policy
 - Suicide Prevention Policy
 - Uniform Complaint Policy

9. Action: 24/25 Forest Charter School Conflict of Interest Policy--Peter Sagebiel
(page 59)

- Should the Council approve the 24/25 Forest Charter School Conflict of Interest Policy?

10. Action: Workplace Violence Prevention Plan and Policy--Meshawn Simmons
(page 63)

- Should the Council approve the Workplace Violence Prevention Plan and Policy?

11. Action: Prop 28 Spending Plan--Meshawn Simmons
(page 70)

- Should the Council approve the Prop 28 Spending Plan?

12. Director's Update--Peter Sagebiel

- Enrollment
- Political Updates
- Staff Teambuilding
- Family Exit Questionnaire
- Other

13. Future Agenda Items

- AMIM Block Grant Spending Plan
- Ethics Training for the Board
- Promotion/Retention Policy Update
- Involuntary Removal Policy

14. Information: Reminder of Future Meetings

2024: 9/17, 10/8, 11/5, 12/10

2025: 1/14, 2/11, 3/11, 4/8, 5/13, 6/9, 6/10

***Special Meeting/Public Hearing **Budget Meeting**

15. Action: Adjourn

Forest Charter School

Monthly Charter Council Meeting Minutes – June 10, 2024

5:00 p.m. Public Hearing
470 Searls Avenue, Sequoia
Nevada City, CA 95959

Council Members:

Dan Thiem, Community Representative - Chair
Dylan Hendricks, Parent Representative
Amea Medeiros, Parent Representative
Gabriella Stockdale, Parent Representative
Geoffrey Thornton, Parent Representative
Tita Fowler, Secretary

Minutes

Present: Dawn Anthney, Janice Eggers, Dylan Hendricks, Christine Sween (Foresthill), Peter Sagebiel, Meshawn Simmons, Gabriella Stockdale, Geoffrey Thornton, Tonya Wellington (Auburn), **Absent:** Katy Baggett, Tita Fowler, B.J. Hatcher, Amea Medeiros, David Stanger, Dan Thiem

1. **Call to Order: 5:00 pm**
2. **Roll Call:** Dawn Anthney, Janice Eggers (Truckee), Dylan Hendricks, Christine Sween (Foresthill), Peter Sagebiel, Meshawn Simmons, Gabriella Stockdale, Geoffrey Thornton, Tonya Wellington (Auburn).
3. **Information/Action: A may be considered for Consent Agenda—Meshawn Simmons**

June 10, 2024, Charter Council Agenda was presented for approval.

Dylan Hendricks made a motion to approve the consent agenda. Geoffrey Thornton seconded. All ayes.

Ayes: Dylan Hendricks, Gabriella Stockdale, Geoffrey Thornton

Nays: None

4. **Public Hearing: 24/25 Local Control & Accountability Plan (LCAP)—Peter Sagebiel**

A public hearing was held to give an opportunity for the public to provide feedback on Forest Charter School's draft 24/25 Local Control & Accountability Plan (LCAP). Peter reviewed the LCAP, FCS's goals, and the plan for supporting them. There were no public comments.

5. Information: Reminder of Future Meetings

Dates for the 2023/24 Charter Council meetings were set as follows:

2023: 6/11**

***Special Meeting**

****Budget Meeting**

6. Action: Adjourn at 5:05 p.m.

Respectfully submitted:

Tita Fowler, Secretary

Date

Charter Council Approved:

Dan Thiem, Chair

Date

Forest Charter School

Monthly Charter Council Meeting Minutes – June 11, 2024

5:00 p.m. Regular Session
470 Searls Avenue, Sequoia
Nevada City, CA 95959

10725 Pioneer Trail # 201, Truckee, CA 96161
23221 Foresthill Road, Foresthill, CA 95631
11952 Masters Court, Auburn, CA 95603

Council Members:

Dan Thiem, Community Representative, and Chair
Dylan Hendricks, Parent Representative
Gabriella Stockdale, Parent Representative
Amea Medeiros, Parent Representative
Geoffrey Thornton, Parent Representative
Tita Fowler, Secretary

Minutes

Present: Dan Thiem, Peter Sagebiel, Meshawn Simmons, Dawn Anthney, Janice Eggers (Truckee Campus), Tita Fowler, Dylan Hendricks, Scott Namanny (Foresthill Campus), Gabriella Stockdale, Christine Sween (Auburn Campus), Geoffrey Thornton

Absent: Amea Medeiros

1. **Call to Order: 5:00 pm**
2. **Roll Call:** Dan Thiem, Peter Sagebiel, Meshawn Simmons, Dawn Anthney, Katy Baggett, Janice Eggers (Truckee Campus), Tita Fowler, B.J. Hatcher, Dylan Hendricks, Amea Medeiros, Christine Sween (Foresthill Campus), Gabriella Stockdale, David Stanger, Scott Namanny (Auburn Campus), Geoffrey Thornton
3. **Information/Action: A, B, and C may be considered for Consent Agenda—Meshawn Simmons**

June 11, 2024 Charter Council Agenda, May 14, 2024 Minutes, and the Warrants were presented for approval.

Geoffrey Thornton made a motion to approve the consent agenda. Dylan Hendricks seconded. All ayes.

Ayes: Dylan Hendricks, Gabriella Stockdale, Dan Thiem, Geoffrey Thornton
Nays: None

4. **Discussion: Other**

None.

Information/Discussion Items:

5. Information: Governance Ethics Training—Peter Sagebiel, Dan Thiem

Item tabled until a future meeting. Deadline for training compliance is not until 1/1/2026.

6. Information: Learning Center Updates—Dawn Anthney (Nevada City), Janice Eggers (Truckee), Christine Sween (Auburn/Foresthill)

Christine, Janice and Dawn provided the Council with campus highlights including enrollment across all campuses, exciting end of year field trips, events, graduations and promotions.

7. Information: Student Achievement—B.J. Hatcher

B.J. provided the Council with preliminary CAASPP numbers and information.

8. Information: May Survey Results—B.J. Hatcher

B.J. provided the Council with a review of May school climate survey results.

9. Information: Local Indicators—B.J. Hatcher

B.J. reviewed the Local Indicators with the Council.

10. Information: Forest Charter School Budget and Cash Flow—Meshawn Simmons

Meshawn updated the Council on the final review of the 2023/24 budget and cash flow. The budget is on track as projected.

Action Items:

11. Action: FCS New Charter Council Member Appointments and Approval—Dan Thiem, Peter Sagebiel

Dylan Hendricks made a motion to appoint Dan Thiem to another term as Community Representative and Board Chair. Geoff Thornton seconded.

Ayes: Dylan Hendricks, Gabriella Stockdale, Geoffrey Thornton

Nays: None

Abstention: Dan Thiem

Dylan Hendricks made a motion to nominate and appoint Brooke Sandy as Charter Council Parent Representative. Geoff Thornton seconded.

Ayes: Dylan Hendricks, Gabriella Stockdale, Dan Thiem, Geoffrey Thornton

Nays: None

12. Action: Forest Charter School 2022 Taxes--Meshawn Simmons

Dylan Hendricks made a motion to approve the 2022 Taxes. Geoffrey Thornton seconded. All ayes.

Ayes: Dylan Hendricks, Gabriella Stockdale, Dan Thiem, Geoffrey Thornton

Nays: None

13. Action: Forest Charter School 2024/25 Budget Narrative, and Adopted Budget--Meshawn Simmons

Meshawn reviewed the 2024/25 Cash Flow, Budget Narrative and Adopted Budget with the Council. Meshawn will provide an update on the state budget in August and the possible budget implications.

Dylan Hendricks made a motion to approve 2024/25 Cash Flow, Budget Narrative and Adopted Budget.. Dylan Stockdale seconded. All ayes.

Ayes: Dylan Hendricks, Gabriella Stockdale, Dan Thiem, Geoffrey Thornton

Nays: None

14. Action: Forest Charter School 2024/25 Education Protection Account (EPA)--Meshawn Simmons

Meshawn reviewed the EPA Expense Detail, Spending Plan and EPA Resolution 2425-01-138.

Geoffrey Thornton made a motion to approve the EPA Expense Detail, Spending Plan and EPA Resolution 2425-01-138. Dylan Hendricks seconded. All ayes.

Ayes: Dylan Hendricks, Gabriella Stockdale, Dan Thiem, Geoffrey Thornton

Nays: None

15. Action: Forest Charter School 2024 Local Control & Accountability Plan (LCAP)--Peter Sagebiel

Peter reviewed the Forest Charter School 2024 Local Control & Accountability Plan (LCAP) with the Council including goals.

Dylan Hendricks made a motion to approve the Forest Charter School 2024 Local Control & Accountability Plan. Geoffrey Thornton seconded. All ayes.

Ayes: Dylan Hendricks, Gabriella Stockdale, Dan Thiem, Geoffrey Thornton

Nays: None

16. Director's Update--Peter Sagebiel

- Enrollment - Kudos to the enrollment coordinates for getting students enrolled! Enrollment and interest are all great!
- Graduations - Went well! Thank you to B.J., his team (Dawn, Janice, Kim) and all of the staff that put in the work to make it a special graduation.
- Prom - Canceled due to low interest. Looking at different options for the future.
- Year End Celebrations, Retirements - We had a great end of year celebration and took some time share highlights and successes from the year and share a meal. Thank you to Alex Torres for her years of teaching. She will be missed as she heads into retirement.

- Other - Thank you, Board Members! Thank you to Dylan and Geoff. They will be missed. Thank you, Katy and Dave for serving as our ST Representatives.

17. Future Agenda Items

- AMIM Block Grant Spending Plan
- Prop 28 Spending Plan
- August - Aide Salary Schedule (toileting)
- August - Review of Final Budget Updates and Impact
- October - Budget Training
- January - Ethics Training for the Board

18. Information: Reminder of Future Meetings

Dates for the 2023/24 Charter Council meetings were set as follows:

2024: 8/27, 9/17, 10/8, 11/5, 12/10

2025: 1/14, 2/11, 3/11, 4/8, 5/13, 6/9, 6/10

***Special Meeting**

****Budget Meeting**

19. Action: Adjourn at 5:52 p.m.

Respectfully submitted:

Tita Fowler, Secretary

Date

Charter Council Approved:

Dan Thiem, Chair

Date

Contracts to be approved: (August 2024)

At-Will:

Altomare, Alayna	\$7,699.34	Block Class Instructor
Brewer, Angela	\$3,591.96	Block Class Instructor
Clark, Sue	\$3,849.67	Block Class Instructor
Gilbert, Paulette	\$8,979.90	Block Class Instructor
Habekoss, Guillaume	\$5,387.94	Block Class Instructor
Naszady, Joan	\$3,591.96	Block Class Instructor
Naszady, Joan	\$3,849.67	Block Class Instructor
Robinette, Cassandra	\$25,654.35	Block Class Instructor
Talbott, Toria	\$3,849.67	Block Class Instructor
Talbott, Toria	\$7,183.92	Block Class Instructor
Wey, Denise	\$7,699.34	Block Class Instructor

Stipends:

Airey, Mallory	\$10,261.74	Block Class Instructor
Anthney, Dawn	\$5,130.87	Block Class Instructor
Brackett, Brittani	\$5,387.94	Block Class Instructor
Buck, Heather	\$5,130.87	Block Class Instructor
Campe, Luke	\$5,130.87	Block Class Instructor
Campe, Luke	\$1,795.98	Block Class Instructor
Campe, Luke	\$3,000.00	Block Class Instructor
Dowd, Nicole	\$9,621.12	Block Class Instructor
Eggers, Janice	\$2,099.79	Block Class Instructor
Eggers, Janice	\$3,849.67	Block Class Instructor
Frost, Alicia	\$1,795.98	Block Class Instructor
Frost, Alicia	\$10,261.74	Block Class Instructor
Goldbeck, Emma	\$10,261.74	Block Class Instructor
Greenpine, Hannah	\$15,392.61	Block Class Instructor
Greenpine, Hannah	\$1,500.00	Block Class Instructor
Hatcher, BJ	\$5,130.87	Block Class Instructor
Healy, Bernadette	\$9,621.12	Block Class Instructor
Hiestand, Valerie	\$3,849.67	Block Class Instructor
Hurley, Daniel	\$10,261.74	Block Class Instructor
Hurley, Daniel	\$3,849.67	Block Class Instructor
Hurley, Daniel	\$1,500.00	Block Class Instructor
Katz, Linda	\$3,591.96	Block Class Instructor
Knott, Bethany	\$10,261.74	Block Class Instructor
Markson, Nancy	\$5,130.87	Block Class Instructor
Markson, Nancy	\$1,500.00	Block Class Instructor
O'Hanrahan, Loren	\$3,591.96	Block Class Instructor
Ojeda-Chatigy, Kaleen	\$1,795.98	Block Class Instructor
Pagliaro, Bria	\$10,261.74	Block Class Instructor
Pagliaro, Bria	\$1,500.00	Block Class Instructor
Priest, Bridget	\$3,000.00	Block Class Instructor
Quine, Geoff	\$10,261.74	Block Class Instructor
Quine, Sarah	\$10,261.74	Block Class Instructor
Quine, Sarah	\$1,500.00	Block Class Instructor
Rashby, Shannon	\$4,500.00	Block Class Instructor

Rashby, Shannon	\$1,795.98	Block Class Instructor
Rashby, Shannon	\$4,491.28	Block Class Instructor
Robinette, Cassandra	\$3,000.00	Block Class Instructor
Sagebiel, Kim	\$3,849.67	Block Class Instructor
Sagebiel, Kim	\$5,130.87	Block Class Instructor
Sheffo, Jennifer	\$3,591.96	Block Class Instructor
Stanger, Dave	\$5,387.94	Block Class Instructor
Vitamanti-Borel, Jennifer	\$10,261.74	Block Class Instructor
Vitamanti-Borel, Jennifer	\$5,387.94	Block Class Instructor
Vitamanti-Borel, Jennifer	\$3,000.00	Block Class Instructor
Woods, Amy	\$10,261.74	Block Class Instructor

Hourly:

Altomare, Alayna	\$12,874.20	Supervised Activities
Brewer, Angela	\$14,238.82	Supervised Activities
Clark, Sue	\$490.00	Tutor
Delgado, Janet	\$14,077.80	Supervised Activities
Gilbert, Paulette	\$13,992.48	Supervised Activities
Martinez, Ana	\$15,841.20	Supervised Activities
Montobbio, Julie	\$4,905.90	Supervised Activities
Napoles, Jackelynn	\$11,998.80	Supervised Activities
Naszady, Joan	\$640.00	Tutor
Pagan, Alisha	\$12,034.40	Supervised Activities
Parsons, Kelli	\$12,635.20	Supervised Activities
Robinette, Cassandra	\$1,670.08	Supervised Activities
Watkins, Natalie	\$3,965.76	Supervised Activities
Wildberger, Krista	\$15,428.40	Supervised Activities
Zieman, Kyndra	\$4,328.22	Supervised Activities
Zieman, Kyndra	\$11,681.54	Supervised Activities

Checks Dated 06/01/2024 through 06/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-450259	06/07/2024	TARALEIGH DUFFY	01-5800		600.00
24-450260	06/07/2024	THE CURIOUS FORGE LLC	01-5800		180.00
24-450261	06/07/2024	THE OHMAPI NATURE PROJECT	01-5800		750.00
24-450262	06/07/2024	TRUCKEE DANCE FACTORY	01-5800		100.00
24-450263	06/07/2024	VERIZON	01-5800		38.01
24-450754	06/14/2024	4 ELEMENTS EARTH EDUCATION INC	01-5800		1,106.00
24-450755	06/14/2024	ALPENGLOW CLEANING INC	01-5800		3,300.00
24-450756	06/14/2024	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		1,052.97
24-450757	06/14/2024	AT&T	01-5930		29.12
24-450758	06/14/2024	CLEVER MINDS	01-5800		1,340.00
24-450759	06/14/2024	COMCAST	01-5930		229.10
24-450760	06/14/2024	DE LAGE LANDEN FINCL SRV INC	01-5600		1,003.55
24-450761	06/14/2024	DOMINICA MOTTARELLA	01-5800		385.00
24-450762	06/14/2024	GOLD COUNTRY GYMNASTICS	01-5800		267.00
24-450763	06/14/2024	JJR Enterprises FILE 2388	01-5600		231.25
24-450764	06/14/2024	KATHERINE TODIRITA	01-5800		330.00
24-450765	06/14/2024	LANI HERMOSILLO	01-5800		1,270.00
24-450766	06/14/2024	MELANTHA KNIGHT	01-5220		11.39
24-450767	06/14/2024	NEVADA CITY BALLET ACADEMY	01-5800		200.00
24-450768	06/14/2024	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-4300		259.84
24-450769	06/14/2024	NEVADA COUNTY COMPOSERS COOP	01-5800		700.00
24-450770	06/14/2024	PACIFIC GAS & ELECTRIC COMPANY	01-5510	187.33	
			01-5520	1,942.54	2,129.87
24-450771	06/14/2024	PAMELA DAVIS	01-5800		330.00
24-450772	06/14/2024	PARAGON PEST CONTROL	01-5800		70.00
24-450773	06/14/2024	PROCURIFY TECHNOLOGIES INC	01-5800		15,600.00
24-450774	06/14/2024	SIERRA HARVEST	01-4700		306.00
24-450775	06/14/2024	SPD MARKET- NEVADA CITY	01-4300	61.81	
			01-4700		
			01-5920	480.57	542.38
24-450776	06/14/2024	Stacey Anderson	01-5800		715.00
24-450777	06/14/2024	T-MOBILE	01-5800		202.00
24-450778	06/14/2024	TEACHOUT MUSIC STUDIO LLC	01-5800		660.00
24-450779	06/14/2024	TETRA BALESTRI	01-5800		330.00
24-450780	06/14/2024	THE CLEANING SOLUTION	01-5800		2,930.00
24-450781	06/14/2024	THE OHMAPI NATURE PROJECT	01-5800		2,700.00
24-450782	06/14/2024	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	544.06	
			01-5540	124.64	668.70
24-450783	06/14/2024	WASTE MANAGEMENT	01-5570		311.02
24-450784	06/14/2024	WAVE	01-5930		104.87
24-450785	06/14/2024	YOUNG MINNEY & CORR LLP	01-5802		2,387.50

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 06/01/2024 through 06/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-450216	06/07/2024	4 ELEMENTS EARTH EDUCATION INC	01-5800		1,220.00
24-450217	06/07/2024	ABSOLUTE COMM SOLUTIONS	01-5800		846.24
24-450218	06/07/2024	ALANA LUCIA	01-5800		490.00
24-450219	06/07/2024	APLUS+	01-5300		9,750.00 ✓
24-450220	06/07/2024	AT&T	01-5930		63.49
24-450221	06/07/2024	AUBURN GYMNASTICS CENTER	01-5800		22.50
24-450222	06/07/2024	BENNATIS MARTIAL ARTS	01-5800		148.00
24-450223	06/07/2024	Bonnie Wiesz	01-5800		630.00
24-450224	06/07/2024	BRUCE MAIRS	01-5800		4,670.00
24-450225	06/07/2024	CAMERON COURTNEY	01-5800		480.00
24-450226	06/07/2024	CASTLE CLEANING	01-5800		3,123.00
24-450227	06/07/2024	CLEARFLY	01-5930		456.51
24-450228	06/07/2024	DANELLE FUNK	01-5800		1,150.00
24-450229	06/07/2024	EZ WAY DRIVING SCHOOL	01-5800		645.00
24-450230	06/07/2024	HAFDIS TRAUSTADOTTIR	01-5800		225.00
24-450231	06/07/2024	HEATHER GROVE	01-5800		330.00
24-450232	06/07/2024	HOLT BALLET CONSERVATORY	01-5800		352.98
24-450233	06/07/2024	IN SYNC DANCE	01-5800		775.00
24-450234	06/07/2024	JANA MARIE KRUMAL KRUMAL CLASSICAL TUTORIAL	01-5800		2,122.00
24-450235	06/07/2024	JUANITA MCCREERY	01-5800		840.00
24-450236	06/07/2024	JULIE MARIE MONTOBBIO	01-5800		385.00
24-450237	06/07/2024	KAREN HOLLAND STEAD	01-5800		90.00
24-450238	06/07/2024	KATHLEEN COLE HATTEM	01-4300		353.10
24-450239	06/07/2024	KATHRYN NUNN	01-5800		1,970.00
24-450240	06/07/2024	KEN WILLER	01-5800		240.00
24-450241	06/07/2024	LISA STINE	01-5800		495.00
24-450242	06/07/2024	LITTLE BIRD MUSIC	01-5800		150.00
24-450243	06/07/2024	LYNNE CROFT	01-5800		486.00
24-450244	06/07/2024	MELANTHA KNIGHT	01-5220		11.39
24-450245	06/07/2024	MINERS HARMONY MUSIC STORE	01-5800		175.00
24-450246	06/07/2024	NEVADA CITY BALLET ACADEMY	01-5800		85.00
24-450247	06/07/2024	NORTHERN SIERRA SWIMMING	01-5800		167.00
24-450248	06/07/2024	PAMELOT A SCHOOL OF DANCE	01-5800		204.00
24-450249	06/07/2024	PENELOPE SULLIVAN	01-5800		270.00
24-450250	06/07/2024	R&B COMMUNICATIONS	01-5800		395.00
24-450251	06/07/2024	RAINWATER MUSIC COMPANY	01-5800		320.00
24-450252	06/07/2024	REED'S LOCKS INC	01-4300	2,000.00	
			01-5800	1,693.00	3,693.00 ✓
24-450253	06/07/2024	ROSE-MAY MICKELSON	01-5800		302.00
24-450254	06/07/2024	SEBASTIAN	01-5930		178.86
24-450255	06/07/2024	SHIZUMI CRIMI	01-5800		95.00
24-450256	06/07/2024	Stacey Anderson	01-5800		1,100.00
24-450257	06/07/2024	SUZIE GEMIGNANI	01-5800		450.00
24-450258	06/07/2024	TAHOE LEARNING	01-5800		180.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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OW

Checks Dated 07/01/2024 through 07/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
25-451773	07/05/2024	B & C ACE HOME CENTER	01-4300		22.44
25-451774	07/05/2024	BRUCE MAIRS	01-5800		3,660.00
25-451775	07/05/2024	GBS	01-5400		8,343.00 ✓
25-451776	07/05/2024	OFFICE DEPOT	01-4300		59.67
25-451777	07/05/2024	SECURE RECORD MANAGEMENT	01-5800		359.95
25-451778	07/05/2024	STEVE MOORE	01-5800		1,250.00
25-451779	07/05/2024	US BANK CORPORATE PAYMENT SYS	01-4300	6,973.06	
			01-5210	75.00	
			01-5800	938.16	
			01-5920	110.40	8,096.62
25-451780	07/05/2024	VERIZON	01-5800		38.01
25-452362	07/19/2024	A 1 CARPET MASTERS	01-5800		3,993.95
25-452363	07/19/2024	Airco Mechanical Inc	01-5800		1,056.00
25-452364	07/19/2024	ALPENGLOW CLEANING INC	01-5800		1,320.00
25-452365	07/19/2024	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		2,123.00
25-452366	07/19/2024	AT&T	01-5930		29.12
25-452367	07/19/2024	AT&T	01-5930		53.50
25-452368	07/19/2024	B & C ACE HOME CENTER	01-4300		5.84
25-452369	07/19/2024	BEAM EASY LIVING CENTER	01-5800		156.00
25-452370	07/19/2024	CALIFORNIA DEPT OF TAX AND FEE ADMINISTRATION	01-9508		393.13
25-452371	07/19/2024	CATHY COLLINGS	01-5800		225.00
25-452372	07/19/2024	CLEARFLY	01-5930		456.46
25-452373	07/19/2024	DE LAGE LANDEN FINCL SRV INC	01-5600		1,008.18
25-452374	07/19/2024	GPE	01-5400		9,204.00 ✓
25-452375	07/19/2024	JJR Enterprises FILE 2388	01-5600		99.84
25-452376	07/19/2024	K&T MANAGEMENT	01-5600		2,200.00
25-452377	07/19/2024	NEVADA COUNTY SUPERINTENDENT	01-9514		2,710.04
25-452378	07/19/2024	PACIFIC GAS & ELECTRIC COMPANY	01-5510	39.67	
			01-5520	2,021.21	2,060.88
25-452379	07/19/2024	PARENTSQUARE INC.	01-5800		4,620.36
25-452380	07/19/2024	R&B COMMUNICATIONS	01-5800		395.00
25-452381	07/19/2024	SEBASTIAN	01-5930		178.79
25-452382	07/19/2024	SPD MARKET- NEVADA CITY	01-4300	77.57	
			01-5920	403.54	481.11
25-452383	07/19/2024	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		98.00
25-452384	07/19/2024	THE CLEANING SOLUTION	01-5800		2,930.00
25-452385	07/19/2024	Time4Learning	01-5800		575.00
25-452386	07/19/2024	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	327.38	
			01-5540	116.26	443.64
25-452387	07/19/2024	WASTE MANAGEMENT	01-5570		319.98

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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Checks Dated 07/01/2024 through 07/31/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
25-452388	07/19/2024	WAVE	01-5930		104.87
25-452637	07/26/2024	AT&T	01-5930		1,920.38
25-452638	07/26/2024	CANYON VIEW ASSEMBLY	01-5600		1,500.00
25-452639	07/26/2024	CITY OF NEVADA CITY	01-5540	388.00	
			01-5550	136.36	524.36
25-452640	07/26/2024	COMCAST	01-5940		229.80
25-452641	07/26/2024	GOLD MINER PEST CONTROL INC.	01-5800		850.00
25-452642	07/26/2024	GPE	01-5400		5,165.00
25-452643	07/26/2024	JJR Enterprises FILE 2388	01-5600		35.09
25-452644	07/26/2024	K&T MANAGEMENT	01-5600	2,024.00	
			01-5800	176.00	2,200.00
25-452645	07/26/2024	NEVADA CITY SCHOOL DISTRICT	01-5600	14,791.67	
			01-5800	2,400.00	17,191.67
25-452646	07/26/2024	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-5100		198,383.24
25-452647	07/26/2024	PERFORMANCE SYSTMS INTGTN LLC	01-5800		105.00
25-452648	07/26/2024	PIONEER COMMERCE CENTER	01-5600	11,625.06	
			01-5800	4,093.33	15,718.39
25-452649	07/26/2024	SOUTHWEST GAS CORPORATION	01-5510		27.76
25-452650	07/26/2024	WORKS INTERNATIONAL, INC.	01-5800		3,500.00
25-452651	07/26/2024	YOUNG MINNEY & CORR LLP	01-5210	150.00	
			01-5802	822.50	972.50
Total Number of Checks			50		307,394.57

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	50	307,394.57
	Total Number of Checks	50	307,394.57
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		307,394.57

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 06/01/2024 through 06/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-450786	06/14/2024	Zenmac LLC Split Rock Music	01-5800		1,840.00
24-451111	06/21/2024	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300		1,042.12
24-451112	06/21/2024	CLEVER MINDS	01-5800		250.00
24-451113	06/21/2024	COLLEEN MANUOLA	01-5800		1,300.00
24-451114	06/21/2024	EZ WAY DRIVING SCHOOL	01-5800		200.00
24-451115	06/21/2024	HOUSE OF PRINT & COPY LLC	01-4300		618.45
24-451116	06/21/2024	IN SYNC DANCE	01-5800		680.00
24-451117	06/21/2024	K&T MANAGEMENT	Cancelled		2,200.00 *
Cancelled on 07/25/2024					
24-451118	06/21/2024	KEIM, MARK J	01-5220		60.30
24-451119	06/21/2024	MELANTHA KNIGHT	01-5220		24.90
24-451120	06/21/2024	MILLER, JESSICA J	01-5220		36.18
24-451121	06/21/2024	PIVOT CHARTER SCHOOL	01-5800		1,500.00
24-451122	06/21/2024	SDI INNOVATIONS/SCHOOL DATEBOO KS	01-4300		832.14
24-451123	06/21/2024	SIERRA NEVADA BOULDERING GYM	01-5800		1,272.00
24-451124	06/21/2024	STATE OF CA DOJ DEPT OF JUSTICE/ CASHIER UNIT	01-5840		32.00
24-451125	06/21/2024	THE OHMAPI NATURE PROJECT	01-5800		721.28
24-451126	06/21/2024	The Ridge GC LLC	01-5800		895.00
24-451127	06/21/2024	US BANK CORPORATE PAYMENT SYS	01-4300	2,282.03	
			01-5210	1,248.00	
			01-5800	274.67	
			01-5920	39.00	3,843.70
24-451521	06/28/2024	ANTHEM BLUE CROSS, SMALL GROUP	01-9514		46,258.56 ✓
24-451522	06/28/2024	AT&T	01-5930		1,920.38
24-451523	06/28/2024	BUTTE CNTY OFC OF EDUC	01-1190		3,600.00
24-451524	06/28/2024	EDWARDS STEVENS & TUCKER LLP	01-5802		212.00
24-451525	06/28/2024	GBS	01-5400		6,614.87 ✓
24-451526	06/28/2024	JAN TURTON'S MUSIC	01-5800		115.00
24-451527	06/28/2024	JJR Enterprises FILE 2388	01-5600		184.86
24-451528	06/28/2024	JOSHUA PAUL HORTON	01-5800		540.00
24-451529	06/28/2024	K&T MANAGEMENT	01-5600	2,024.00	
			01-5800	176.00	2,200.00
24-451530	06/28/2024	LEARNING WITH LITERATURE	01-5800		560.00
24-451531	06/28/2024	LIMINEX, INC.	01-5800		4,020.50 ✓
24-451532	06/28/2024	NEVADA CITY SCHOOL DISTRICT	01-5600		14,791.67
24-451533	06/28/2024	NEVADA CITY SELF STORAGE	01-5600		930.00
24-451534	06/28/2024	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-5100		198,383.24
24-451535	06/28/2024	PACIFIC GAS & ELECTRIC COMPANY	01-5520		113.11
24-451536	06/28/2024	PIONEER COMMERCE CENTER	01-5600	11,625.06	
			01-5800	4,093.33	15,718.39

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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Checks Dated 06/01/2024 through 06/30/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
24-451537	06/28/2024	SOUTHWEST GAS CORPORATION	01-5510		62.69
24-451538	06/28/2024	TRUCKEE-DONNER REC. & PARK DIST	01-5801		1,100.00
24-451539	06/28/2024	Zenmac LLC Split Rock Music	01-5800		600.00
Total Number of Checks			117		<u>398,778.98</u>

	Count	Amount
Cancel	1	2,200.00
Net Issue		<u>396,578.98</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	116	396,578.98
	Total Number of Checks	116	396,578.98
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		<u>396,578.98</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	42.84	47.3%	Below
County	626.87	77.2%	Below
Statewide	279,044.88	84%	n/a

When FCS provided information to the Dashboard, it used the most recent information, which was pulled from DataQuest in June 2024. The data pulled was from the 2020-21 school. The data has since been updated in DataQuest and is reflected here regarding the Teaching Assignment Monitoring Outcomes (TAMO) based on the 2022-23 school year. According to Dataquest, FCS has 43.9 FTE and 46.1% Clear (% of teaching FTE)

Note: Based on California Ed Code 448656 all Forest Charter Teachers are appropriately credentialed.

According to Dataquest FCS has 43.9 FTE and 46.1% Clear (% of teaching FTE)

FOREST CHARTER SCHOOL FY 24-25

Fiscal Year 2024/25 Through August 2024

Object	Description	Adopted Budget	Revenue	% Rcvd
Total Year To Date Revenues		11,852,234.00	307,706.00	3%
Object	Description	Adopted Budget	Actual	% Used
Total Certificated Salaries		4,276,967.00	265,631.10	6%
Total Classified Salaries		1,017,440.00	112,989.43	11%
Total Employee Benefits		1,814,275.00	125,505.77	7%
Books and Supplies				
4300	MATERIALS AND SUPPLIES	371,847.00	31,460.64	8%
4400	NON CAPITALIZED EQUIPMENT	8,000.00	0.00	0%
4700	FOOD	15,000.00	306.00	2%
Total Books and Supplies		394,847.00	31,766.64	8%
Services and Other Operating Expenditures				
5100	SUBAGREEMENTS FOR SERVICES	2,380,603.00	396,766.48	17%
5210	CONFERENCE	11,000.00	225.00	2%
5220	MILEAGE REIMBURSEMENT	6,000.00	0.00	0%
5300	DUES AND MEMBERSHIPS	20,000.00	0.00	0%
5400	INSURANCE	75,000.00	34,491.87	46%
5510	GAS HEATING/FUEL	13,500.00	72.07	1%
5520	ELECTRICITY	30,000.00	2,652.01	9%
5540	WATER	6,500.00	892.92	14%
5550	SEWER	1,000.00	136.36	14%
5570	GARBAGE	5,500.00	639.96	12%
5600	RENT,LEASES,REPAIRS/NON CAP	435,000.00	61,449.71	14%
5800	PROF/CONSUL/SVCS/OP EXPENSE	756,525.00	75,979.77	10%
5801	ADVERTISING	5,000.00	0.00	0%
5802	LEGAL FEES	35,000.00	2,725.00	8%
5806	DATA PROCESSING SERVICES	75,000.00	0.00	0%
5840	FINGERPRINTING	1,000.00	0.00	0%
5850	OVERSIGHT	101,305.00	0.00	0%
5852	BUSINESS SERVICES	101,305.00	0.00	0%
5920	POSTAGE/SHIPPING (OUT)	5,000.00	0.00	0%
5930	TELEPHONE	35,000.00	2,958.69	8%
5940	INTERNET	500	2350.19	470%
Total Services and Other Operating Expenditures		4,099,738.00	581,340.03	14%
Total Year To Date Expenditures		11,603,267.00	1,117,232.97	10%

Generated for Tita Fowler (TFOWLER), Aug 22, 2024

**Forest Charter School
SPED Support Teacher
2024-2025**

Classified

Range/Step	1
A	

Job Classifications

A	SPED Support Teacher 1.0 FTE = 182 days
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Board Approvals/Revisions



Section: 500

Policy: 012

FCS Charter Council Adopted/Ratified: 05/14/24

Revised - FCS Charter Council Approved: 08/27/24

ADMINISTRATION OF MEDICATION POLICY

Forest Charter School (“FCS” or “Charter School”) staff is responsible for overseeing the administration of medication to students attending FCS during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Definitions

- *“Authorized health care provider”* means an individual who is licensed by the State of California to prescribe medication.
- *“Authorizing physician and surgeon”* may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- *“School nurse”* means an individual who is currently a credentialed and licensed registered nurse employed by FCS.
- *“Designated personnel” or “volunteer”* means an individual employed by FCS who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the “designated personnel” or “volunteer” must have been designated by FCS and have received the required training as set forth in this policy.
- *“Medication”* includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- *“Stock albuterol inhaler”* means albuterol medication in the form of a metered-dose inhaler (MDI) that is ordered by a health care provider and is not prescribed for a specific person and also includes, if necessary, a single-use disposable holding chamber.

- *“Respiratory distress”* means the sudden appearance of signs and symptoms of difficulty breathing. Signs and symptoms of respiratory distress may include one or more of the following: complaints of a tight chest or chest pain; wheezing or noisy breathing; persistent coughing; difficulty breathing; appears to be in distress; lips or fingernails turning blue; and shortness of breath.
- *“Epinephrine auto-injector (“Epi-Pen”)* means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.
- *“Anaphylaxis”* means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.
- *“Opioid antagonist”* means naloxone hydrochloride (“NARCAN”) or another drug approved by the federal Food and Drug Administration (“FDA”) that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- *“Regular school day”* includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with FCS Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated FCS personnel.

In order for a student to be assisted by the school nurse or other designated FCS personnel in administering medication, FCS shall obtain both:

1. A written statement from the student’s authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that FCS assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without FCS Assistance)

Students in grades 3 - 12 will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an Epi-Pen and inhaled asthma medication. In order to carry and self-administer this medication, FCS must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an Epi-Pen or inhaled asthma medication, and
2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated FCS personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing FCS and FCS personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

FCS may elect to observe and document the student's ability to safely and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and FCS's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or designated personnel may use an Epi-Pen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. FCS will ensure it has the appropriate type of Epi-Pen on site (i.e., regular or junior) and stored in an accessible location to meet the needs of its students. FCS will ensure staff properly store, maintain, and restock the Epi-Pen as needed.

FCS will ensure any designated personnel are appropriately trained regarding the storage and emergency use of an Epi-Pen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of Epi-Pens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult Epi-Pen or a Epi-Pen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the Epi-Pens.

FCS will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an Epi-Pen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus.

B. Response to Respiratory Distress

FCS may provide emergency stock albuterol inhalers (asthma inhaler), including, if necessary, single-use disposable holding chambers, to school nurses or volunteers to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress.

Training in the administration of emergency stock albuterol inhalers shall be consistent with the most recent guidelines for medication administration issued by the California Department of Education (“CDE”), and shall include all of the following:

1. Techniques for recognizing symptoms of respiratory distress.
2. Standards and procedures for the storage, restocking, and emergency use of stock albuterol inhalers.
3. Emergency follow up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student’s parent or guardian and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training, which FCS shall retain for reference.

FCS shall distribute a notice at least once per school year to all staff that contains the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to administer a stock albuterol inhaler to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress and
2. A description of the training that the volunteer will receive.

The school nurse, or the FCS Executive Director or designee, shall obtain from an authorizing physician and surgeon a prescription for stock albuterol inhalers, and shall be responsible for stocking the stock albuterol inhalers and restocking it if it is used.

The school nurse or volunteer may administer a stock albuterol inhaler to a person exhibiting potentially life-threatening symptoms of respiratory distress at school or a school activity when a physician is not immediately available. If the stock albuterol inhaler is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Stock albuterol inhalers shall be restocked before their expiration date.

The school nurse or volunteer shall initiate emergency medical services or other appropriate medical follow-up in accordance with the training materials retained.

C. Response to a Diabetic or Hypoglycemic Emergency

FCS provides FCS personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia.

The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A FCS employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.
3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and licensed health care provider.

An FCS employee shall notify the Executive Director if the employee administers glucagon pursuant to this policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of FCS or FCS grounds, during any FCS-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

D. Response to an Opioid Overdose

FCS provides FCS personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. FCS will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

1. Techniques for recognizing symptoms of an opioid overdose.

2. Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or FCS administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training.

The Executive Director shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

E. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, FCS may designate one or more volunteers to receive training to administer the anti-seizure medication. FCS may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if FCS does not have a credentialed nurse or other licensed nurse on site. FCS's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A FCS employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, FCS shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. FCS shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if FCS does not have any volunteers, then FCS shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, FCS shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
3. The circumstances under which the medication may be administered;
4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
6. How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any FCS personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the CDE, and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by FCS. FCS shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by FCS for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, FCS shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
2. A description of the training that the volunteer will receive;
3. The right of an employee to rescind their offer to volunteer; and
4. A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, FCS's nurse shall be notified. If FCS does not employ a nurse, FCS's Executive Director or designee shall be notified.

Storage and Record Keeping

1. All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
2. Designated staff shall keep records of medication administered at FCS. The medication log may include the following:
 - a. Student's name.
 - b. Name of medication the student is required to take.
 - c. Dose of medication.
 - d. Method by which the student is required to take the medication.
 - e. Time the medication is to be taken during the regular school day.
 - f. Date(s) on which the student is required to take the medication.
 - g. Authorized health care provider's name and contact information.
 - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
3. Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.



Section: 400

Policy: 002

FCS Council Adopted/Ratified: May 25, 2010

Revised - FCS Council Approved: August 27, 2024

Internal Complaint Policy

The purpose of the “Internal Complaint Policy” is to afford all employees of the Forest Charter School (“School”) the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director or Charter Council Board (“Board”) to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Title IX Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Suggestions for improving the School are always welcome. Employee’s good-faith complaints, questions, and suggestions also are of concern to the School.

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level an including first discussing the concern with the immediate supervisor, following these steps:

- Within a week of the occurrence, bring the situation to the attention of the immediate supervisor, who will then investigate and provide a solution or explanation;
- If the problem persists, the employee may describe it in writing with all known and relevant facts and present it to the Director who will investigate and provide a solution or explanation. Employees are encouraged to bring the matter to the Director as soon as possible if they believe that the immediate supervisor has failed to resolve it; and,
- If the complaint is not resolved or the complaint is about the Director, the complainant may present the problem in writing to the Board Chair who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report their findings to the Board for review and action, if necessary. If an employee needs assistance with the written complaint, contact the Director for help.

This procedure, which is important for both the employee and the School, cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution, in good faith, without the fear of retaliation or

an adverse consequence to employment.

POLICY FOR COMPLAINTS AGAINST EMPLOYEES

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Director or Board Chair (if the complaint concerns the Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Director (or designee) shall abide by the following process:

1. The Director or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Director (or designee) finds that a complaint against an employee is valid, the Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board. The decision of the Board shall be final.

General Requirements

Confidentiality

Complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation

All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution

The Board (if a complaint is about the Director) or the Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Whistle Blower Policy

The School requires all directors, officers, employees, and volunteers to observe the highest standard of business and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, employees must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action. Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. When appropriate, a written statement of the complaint will be obtained from the complainant.

If the complainant files a written complaint and no other school policy or procedure is applicable, the Director or designee shall abide by the following process:

1. Within ten (10) business days of the receipt of the complaint, the Director or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. After a thorough investigation and in the event that the Director or designee finds that a complaint against an employee is substantiated, the Director or designee may take appropriate disciplinary action against the employee. As appropriate, the Director or designee may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Director, or designee's decision relating to the complaint shall be final unless it is appealed to the Board. The decision of the Board. shall be final.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize Forest Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant Date: _____

Print Name

To be completed by School:

Received by: _____ Date: _____



Section: 600

Policy: 018

FCS Council Adopted/Ratified: May 24, 2016

FCS Council Approved Revised: August 27, 2024

Mathematics Placement Policy

This policy of the Forest Charter School (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including the following as available:
 - a. Statewide mathematics assessments, including any interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
 - b. Placement tests that are aligned to state-adopted content standards in mathematics;
 - c. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
 - d. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher
3. will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Math Assessment Policy

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4. The Charter School Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
5. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:
 - a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Director, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) school days of receipt, the Charter School Director or designee shall respond to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Director or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Director or designee shall respond to the parent/legal guardian's request. The Director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Director shall specify the mathematics course or level recommended for the student. The Director's or designee's response must provide the determination as well as the objective academic measures that the Director or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Director or designee requires additional time to respond to a parent/legal guardian's request, the Director or designee will provide a response indicating that additional time is needed. In no event shall the Director's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a

voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Director or designee, acknowledging and accepting responsibility for this placement.

6. The Charter School shall ensure that this mathematics placement policy is posted on its website.
7. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.



SUICIDE PREVENTION POLICY

The Board of Directors of Forest Charter School (“FCS” or “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with FCS and community stakeholders, FCS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses) administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating FCS’s strategies for suicide prevention and intervention. FCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, FCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for FCS. The suicide prevention point of contact for FCS and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

FCS, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training shall include the following:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with the Nevada County Superintendent of Schools (NCSOS) to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
- Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- Charter School shall ensure that training is available for new hires during the school year.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;

- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on FCS guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on FCS guidelines;
- FCS-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- FCS-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter School-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.

- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional well-being and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

B. Employee Qualifications and Scope of Services

Employees of FCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Suicide Prevention Policy shall be easily accessible and prominently displayed on the FCS Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy,
- Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

- Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.
- Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
 - Charter School's referral processes and how they or their children can reach out for help, etc.
- Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, FCS along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with FCS and is characterized by caring staff and harmonious interrelationships among students.

FCS's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

FCS's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of their credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding FCS's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

FCS will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings, which is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

E. Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to

parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at FCS or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, FCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, FCS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at FCS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the FCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in FCS's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. FCS staff may receive assistance from FCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the FCS campus and unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like FCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for reintegration to school. Reintegration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan providing parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in FCS activities to notify a teacher, the Executive Director, another FCS administrator, psychologist, FCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. FCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. FCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to conduct an initial meeting of the Suicide Prevention Crisis Team to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
 2. Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
 3. Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
 4. Identify students significantly affected by suicide death and other students at risk of imitative behavior and refer them to a school-based mental health professional.
 5. Identify students affected by suicide death but not at risk of imitative behavior.
 6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
 7. Consider funeral arrangements for family and school community.
 8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
 9. Identify media spokesperson if needed.
 10. Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.
 11. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma.
-

As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
“Died by suicide” or “Took their own life”	“Committed suicide” Note: Use of the word “commit” can imply crime/sin
“Attempted suicide”	“Successful” or “unsuccessful” Note: There is no success, or lack of success, when dealing with suicide

Student Identification Cards

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
 - Call or Text “988”
 - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number



Uniform Complaint Policy and Procedures

Forest Charter School (“FCS”) encourages all parties to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes do not resolve the issue, the Uniform Complaint Policy and Procedures, if applicable to the issue, may be followed.

FCS policy complies with applicable federal and state laws and regulations. FCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any FCS program or activity.. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

1. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Career Technical and Technical Education and Training Programs;
 - Child Care and Development Programs;
 - Migrant Child Education Programs;
 - Consolidated Categorical Aid Programs;
 - Every Student Succeeds Act;
 - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Regional Occupational Centers and Programs;

- School Safety Plans; and/or
 - State Preschool Programs.
2. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
 - d. If FCS finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, FCS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by FCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or FCS and other

entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

3. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If FCS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.
4. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

FCS acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. FCS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, FCS will attempt to do so as appropriate. FCS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. FCS shall ensure that complainants are protected from retaliation.

FCS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

The Charter Council designates the following compliance officer to receive and investigate complaints and to ensure FCS's compliance with law:

Executive Director
Forest Charter School
470 Searls Ave

Forest Charter School
Adopted/Ratified: January 16, 2018
Revision Date: August 27, 2024

Uniform Complaint Policy and Procedures Policy
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The Executive Director or designee shall ensure that the compliance officer designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair of the Charter Council.

Notifications

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on FCS's website.

FCS shall annually provide written notification of FCS's UCP to students, employees, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in FCS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement that FCS is primarily responsible for compliance with federal and state laws and regulations.
3. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
4. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
5. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless

the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

6. A statement that the complainant has a right to appeal FCS's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of FCS's Decision, except if FCS has used its UCP to address a complaint that is not subject to the UCP requirements.
7. A statement that a complainant who appeals FCS's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
8. A statement that if FCS finds merit in a UCP complaint, or the CDE finds merit in an appeal, FCS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
9. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
10. A statement that copies of FCS's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that FCS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

● **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy .

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation,

or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the FCS Charter Council approved the LCAP or the annual update was adopted by FCS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, FCS staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend FCS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

FCS's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

FCS shall issue an investigation report (the "Decision") based on the evidence. FCS's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of FCS's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. FCS's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether FCS is in compliance with the relevant law.
3. Corrective actions, if FCS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal FCS's Decision within thirty (30) calendar days to the CDE, except when FCS has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of FCS's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with FCS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. FCS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, FCS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in FCS's Decision are not supported by substantial evidence.
4. The legal conclusion in FCS's Decision is inconsistent with the law.
5. In a case in which FCS's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of FCS's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to FCS for resolution as a new complaint. If the CDE notifies FCS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, FCS will

investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE’s notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE’s appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction (“SSPI”) or the SSPI’s designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE’s appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI’s response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by FCS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, FCS has not taken action within sixty (60) calendar days of the date the complaint was filed with FCS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of FCS’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if FCS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|---|---|
| ☐ Career Technical and Technical Education and Training | ☐ Every Student Succeeds Act | ☐ School Plans for School Achievement |
| | ☐ Local Control Funding Formula/ Local Control and Accountability Plan | ☐ School Safety Plan |
| | ☐ Migrant Child Education Programs | ☐ Pupil Fees |
| | | ☐ Pregnant, Parenting, or Lactating Students |

☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| ☐ Age | ☐ Genetic Information | ☐ Sex (Actual or Perceived) |
| ☐ Ancestry | ☐ Immigration Status/Citizenship | ☐ Sexual Orientation (Actual or Perceived) |
| ☐ Color | ☐ Marital Status | ☐ Based on association with a person or group with one or more of these actual or perceived characteristics |
| ☐ Disability (Mental or Physical) | ☐ Medical Condition | |
| ☐ Ethnic Group Identification | ☐ Nationality / National Origin | |
| ☐ Gender / Gender Expression | ☐ Race or Ethnicity | |

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/ Gender Identity

☐ Religion

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any FCS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Executive Director
Forest Charter School
470 Searls Ave
Nevada City, CA 95959

(530) 265-4823

4869-7853-9825, v. 4



Section: 100

Policy: 002

Revised: August 2019

Approved: August 27, 2024

Conflict of Interest Code

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, 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, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, 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

Conflict of Interest Policy

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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 Executive Director, 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

The Charter School shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Charter School enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Charter School's directors are directors and have a material financial interest).

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. Consultants/New Positions¹
- 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 Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Charter School Executive Director may determine, in writing, that a particular consultant or new position, 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.

FOREST CHARTER SCHOOL

Workplace Violence Prevention Plan

This document shall outline Forest Charter School's ("FCS") Workplace Violence Prevention Plan ("Plan") as required by Labor Code § 6401.9. It shall be the policy of FCS to provide its employees with a safe and healthy work environment. To that end, FCS shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on campus and during the performance of employees' job duties.

I. DEFINITIONS

For purposes of this Plan, the following definitions apply:

"Emergency" means unanticipated circumstances that can be life-threatening or pose a risk of significant injuries to employees or other persons.

"Engineering controls" mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

"Log" means the violent incident log, required in Part III of this Plan.

"Plan" means this Workplace Violence Prevention Plan.

"Threat of violence" means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

"Workplace Violence" includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- **Type 1:** violence committed by a person with no legitimate business at the worksite;
- **Type 2:** violence directed at employees by students, parents, contractors, volunteers, or visitors;
- **Type 3:** violence against an employee by a present or former employee, supervisor, or manager;
- **Type 4:** violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

"Work practice controls" means procedures and rules which are used to effectively reduce workplace violence hazards.

II. WORKPLACE VIOLENCE PLAN PROCEDURES

a. Responsible Parties

The Business Director is responsible for implementing this plan.

b. Employee Involvement in Plan Creation and Updates

Before this Plan was initially approved by the FCS Board of Directors, the Business Director circulated a draft of the Plan to employees and requested feedback and suggestions on improving the Plan. All feedback received was reviewed and any revisions deemed warranted were implemented into the initial approved version of the Plan.

Every year, the Business Director will circulate the Plan to employees to request suggestions on improving this Plan. Employees will be encouraged to provide input on ways they believe this Plan can be improved, streamlined, or better enforced. Employees will be encouraged to provide input on the adequacy of training received, any perceived workplace violence hazards not adequately addressed by the Plan, and any perceived barriers to reporting and investigating instances of workplace violence incidents that they believe may stand in the way of optimal execution of this Plan.

These suggestions and input may be submitted confidentially to the Business Director. No retaliation to any such input or suggestion shall be permitted. FCS commits to reviewing each employees' suggestion and making any changes to this Plan that are found to be necessary and appropriate.

c. Coordinated Implementation

If there are workers who regularly perform job duties at FCS's campus or other workplace but are not employed by FCS, the Business Director will verify that each such worker's employer has a workplace violence prevention plan in place and that all such employees of that employer who regularly work at any FCS location are receiving adequate training and that those other employers have procedures in place for the reporting, investigation, and recording of workplace violence incidents.

d. Reporting of Workplace Violence

Employees must report any incident of workplace violence that they witness. FCS will not retaliate against any employee for reporting an incident of workplace violence in good faith.

Reports of workplace violence that has already occurred can be made by filling out the "Workplace Violence Report" form that is attached at the end of this Plan and sending it to the Business Director by email or handing it to the Director in person. The Business Director and/or designee will review every Workplace Violence Report at their earliest reasonable convenience and shall take the steps outlined in this Plan in response. Copies of the Workplace Violence Report form shall be made available to all employees on the **Staff Shared Drive**.

If an incident of workplace violence is occurring or imminent, any employee witness should ensure that the Business Director is informed as soon as possible by calling the Business Director at (530) 265-4823 or by using whatever alternative means of communication would be fastest. The Business Director will respond to the ongoing or imminent workplace violence as set forth in section II.G., below.

e. Employee Compliance

All employees are responsible for using safe work practices and for following all directives, policies, and procedures for maintaining a safe, healthy, and secure work environment. This Plan seeks to ensure that employees, including administrators, comply with work practices designed to make the workplace more secure, and to ensure that employees do not engage in threats or physical actions which create a security hazard for others in the workplace.

All employees will be trained to understand this Plan when hired and periodically afterward. Employees will be evaluated to ensure compliance with this Plan. Employees who participate in the implementation of this Plan and carrying out its provisions in practice will be recognized for their efforts to help ensure a safe and violence-free workplace.

Repeated or willful failure to report incidents of workplace violence, failure to attend and participate in workplace violence training, and to otherwise comply with the requirements of this Plan will result in additional training and may result in disciplinary action.

f. Communication to Employees Regarding Workplace Violence

As part of the annual workplace violence training session required by this Plan, the Business Director shall ensure that each employee understands how to report a violence incident, a threat, or any other incidence of workplace violence and knows that they can do so without fear of reprisal by FCS or retaliation from the individual against whom the report is made.

These points will be communicated to new employees when hired and periodically as set forth in this Plan. The Business Director shall also ensure that each employee understands how their concerns will be investigated by FCS and how FCS will communicate the results of a workplace violence hazard investigation and any corrective measures taken in response.

As part of the annual workplace violence training, every employee shall sign a certificate attesting that they understand these items, and each of these certificates shall be retained pursuant to Part V of this Plan (“Recordkeeping”).

Depending on the frequency and severity of workplace violence incidents in the workplace, the Business Director may implement increasingly more frequent communication sessions with employees as necessary, including quarterly, monthly, or weekly reviews of this Plan and employee compliance with it.

g. Response to Actual or Potential Workplace Violence Emergencies

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School’s safety plan, such as when firearms are involved or a when an intruder has entered the campus with violent or criminal intent, FCS will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to the Business Director and/or other responsible administrator or security personnel, if any] by calling them on the phone or by whichever alternative means would reach them fastest.

[If security personnel or a school resource officer is present on campus, insert procedures for alerting such security personnel/resource officer and list steps the security personnel/officer will take as part of their job duties/contract].

[If no security personnel or school resource officer are present or those present are not capable of addressing the workplace violence incident within the scope of their job duties, insert procedures for calling law enforcement.]

h. Training Procedures

FCS will provide annual workplace violence prevention training in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or to law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the Business Director.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Business Director will ensure that this training is completed and that records of employee participation are kept and filed in accordance with Part V of this Plan ("Recordkeeping").

i. Identification and Evaluation of Workplace Violence Hazards

Workplace violence hazards are working conditions or environmental factors that increase employee exposure to workplace violence. Workplace violence hazards may arise from, for example, a school's failure to consistently require campus visitors to check in at the front desk, failure to monitor entry and exit points for unauthorized entry, failure to consistently enforce employee behavioral conduct rules, failure to consistently enforce student disciplinary rules that could expose employees to violence, and other similar policy or environmental factors that would tend to increase the incidence of workplace violence.

The Business Director shall ensure that a review of potential workplace violence hazards is conducted at least annually. The Business Director shall also conduct a review of any workplace violence hazards reported by any employee. In addition, the Business Director shall also conduct a workplace

violence hazard review (1) when this Plan is first established, (2) after each workplace violence incident has occurred, and (3) whenever the employer otherwise is made aware of a new or previously unrecognized workplace violence hazard.

Each time a workplace violence hazard review is undertaken, the Business Director shall prepare a report describing the review process, stating the date the review was completed, stating the determination of whether a workplace hazard was found to exist, and describing whether any corrective actions are recommended. All workplace hazard evaluation reports shall be kept as records pursuant to Part V of this Plan.

j. Correction of Workplace Violence Hazards

Each time a workplace violence hazard review is conducted and results in a recommendation that corrective action should be implemented to mitigate an existing workplace violence hazard, the Business Director shall prepare a recommendation for corrective action and present it to the Executive Director who shall approve, deny, or approve with modification, the recommendation for corrective action and provide a justification for any denial or modification. The recommendation for corrective action and Executive Director response shall be kept as a record pursuant to Part V of this Plan.

Following the Executive Director taking action on a recommendation for corrective action, the Executive Director or designee shall be responsible for ensuring that the corrective action is implemented as workplace policy and, if relevant, that all employees are alerted to and trained on any necessary changes in workplace policies necessary to implement the approved corrective action. If any corrective actions require revisions to an employee handbook, those changes shall be implemented within a reasonable time.

k. Post-Incident Response and Investigation

After every reported or otherwise known incident of workplace violence, the Business Director shall conduct a workplace violence evaluation of any and all workplace conditions, policies, or practices that may have contributed to the occurrence of the incidence of workplace violence and shall record a record of the evaluation, as required by Section II.i., above.

Post-incident reviews shall include, at minimum, an interview with the victim of workplace violence, any witnesses, and the impressions of the Business Director and/or designees assisting in the post-incident response. The interview and investigation shall seek to establish all facts required to be included in a Violent Incident Log, as set forth in Part III of this Plan.

Employees will be encouraged to provide feedback and information as part of the post-incident response. Employees who refuse to participate may be subject to discipline. Employees should be alerted that they are not subject to retaliation or reprisal from FCS as a consequence of their participation in any post-incident response.

l. Review of Plan Effectiveness

The Business Director shall review the general effectiveness of this Plan annually at the time the Plan is circulated to employees for suggestions, whenever a deficiency in the Plan is noted, and after any workplace violence incident occurs.

III. VIOLENT INCIDENT LOG

FCS will maintain a Violent Incident Log. The Business Director shall ensure that the details of every violent incident reported or otherwise known to have occurred at the school are recorded into the Violent Incident Log. The log shall contain information solicited from the person experiencing the workplace violence incident, any witnesses, and investigation findings. All personal identifying information shall be omitted from the log, with the exception of the details of the person making the entry. The log shall be reviewed during any periodic reviews of this Plan for effectiveness.

The Violent Incident Log, for every incident, shall include the following:

1. The **date, time, and location** of the incident.
2. The **type or types of workplace violence** involved.
3. A **detailed description** of the incident.
4. **Who committed the violence**, including whether the perpetrator was a School stakeholder, family or friend of a School stakeholder, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or another perpetrator.
5. The **general circumstances** at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low-staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
6. **Where the incident occurred**, such as in the workplace, parking lot, or other area outside the workplace, or other area.
7. The **type of attack**: physical attack without a weapon; attack with a weapon or object; a threat of physical force or threat of use of a weapon or other object; sexual assault or threat of sexual assault; animal attack; other.
8. The consequences of the incident, including whether security or law enforcement was contacted; actions taken to protect employees from continuing threat, etc.
9. **Information on the person entering the log entry**, including their name, job title, and date entered.

IV. RECORDKEEPING

This Plan requires that various records pertaining to workplace violence be maintained, as follows:

1. Records of workplace violence hazard identification, evaluation, and correction shall be created and maintained for a minimum of five (5) years.
2. Training records shall be created and maintained for a minimum of one (1) year, and shall include dates training was conducted, the contents or a summary of the training sessions conducted, the names and qualifications of persons conducting the training, and the names and job titles of all persons attending the training sessions.
3. Violent Incident Logs shall be maintained for a minimum of five (5) years.
4. Records of workplace violence incident investigations shall be maintained for a minimum of five (5) years.
5. All records required to be maintained per this Part of the Plan are to be made available to the Department of Industrial Relations upon request for examination and copying.
6. All records required pursuant to items (1) through (3) of this Part shall be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request.

**FOREST CHARTER SCHOOL
WORKPLACE VIOLENCE REPORTING FORM**

This form should be used to report any incidence of workplace violence that any employee of FCS witnesses at the workplace or any work-related event. Employees are required to report any workplace violence they witness and will not be subject to any retaliation for reporting workplace violence.

“Workplace Violence” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

- ***Type 1:** violence committed by a person with no legitimate business at the worksite;*
- ***Type 2:** violence directed at employees by students, parents, contractors, volunteers, or visitors;*
- ***Type 3:** violence against an employee by a present or former employee, supervisor, or manager;*
- ***Type 4:** violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.*

“Workplace Violence” does not include lawful acts of self-defense or defense of others.

If you have witnessed a workplace violence incident, please enter as much of the following information as you can:

Date of Report: _____ **Date(s) of Incident:** _____

Reporter’s Name: _____

Reporter’s Job Title: _____

Reporter’s email address or telephone number: _____

Victim Name(s) (if other than Reporter): _____

Victim’s Job Title (If other than Reporter): _____

Victim’s email address or telephone number: _____

Approximate Place of Incident: _____

Approximate Time of Incident: _____

Narrative Description of Workplace Violence Incident: _____

Type of Workplace Violence (see definitions above): _____

Name, Description, or other information about Perpetrator(s): _____

Thank you for submitting this information. You may be contacted by administration to provide further information. Please sign below to verify the accuracy of the information provided on this form.

Reporter’s Signature



Proposition 28 Spending Plan

2024-2025

Background: In November 2022, Proposition 28: The Arts and Music in Schools Funding Guarantee and Accountability Act was successfully passed by California voters. This measure mandates the establishment of ongoing support for arts instruction in schools starting from the academic year 2023-2024.

The funds from Proposition 28 can be utilized for a wide range of arts education purposes. These include, but are not limited to, providing instruction and training, acquiring necessary supplies and materials, and establishing partnerships with arts organizations for enhanced educational programs. The supported art forms include dance, media arts, music, theater, and visual arts, which may involve folk art, painting, sculpture, photography, craft arts, creative expression (such as graphic arts and design), computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

State guidelines show that the programs developed need to support new learning opportunities with 80% of expenditures going toward staffing and the remaining 20% on training, supplies and materials, and arts educational partnership programs. There is an annual waiver regarding expenses however the intent is for this funding to be spent on direct service to students.

Annual Allocation Total:

2023-2024	Total: \$111,176	80%: \$88,940.80	20%: \$22,235.20
2024-2025	Total: \$111,176	80%: \$88,940.80	20%: \$22,235.20

Forest Charter School's Spending Plan:

**2023-2024 revenues were carried over to be expended in the 2024-2025 school year.*

Personnel: FCS will utilize the grant funding to hire and pay for certificated and classified staff to teach art, music, and coding classes at the Nevada City, Truckee, and Foresthill Learning Centers.

Materials: FCS will purchase new technology to support new coding and digital arts programs, and will invest in supplemental arts and music materials for our independent study students. Given the nature of our Independent Study program, FCS will apply for a waiver from the 80/20 spending requirement so that we may better support our full IS student population.

By following this spending plan, Forest Charter School will effectively utilize Prop 28 Arts and Music grant funding to enhance its existing art and music program, provide enriching opportunities for all students, and integrate arts into the academic curriculum.