

Forest Charter School

470 Searls Avenue
Nevada City, CA 95959

Monthly Charter Council Meeting Agenda

February 10, 2026

5:05 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
Amber Baker, Parent Representative
Makala Clinton Parent Representative
Amea Medeiros, Parent Representative
Gabriella Stockdale, Parent Representative
Tita Fowler, Secretary

Join the meeting via Zoom:

<https://us02web.zoom.us/j/85408398614?pwd=Y2dzdFBFUXdQTUFxazI3bERnZGIYUT09>

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 February 10, 2026, Meeting Agenda
 - B. January 13, Charter Council Meeting Minutes (page 5)

- C. Contracts (February) (page 9)
- D. Warrants (January) (page 10)

4. Discussion: Other

The public may comment on agenda items or other matters within the Board's jurisdiction. Comments are limited to three (3) minutes per speaker. Please note that Board members are not permitted to respond to comments during the public forum, per California's Brown Act (Gov. Code §54954.3).

Information/Discussion Items:

5. Information: Director's Evaluation—Amea Medeiros

Amea will review the director's evaluation process and discuss upcoming deadlines.

6. Information: Form 700 Reminder—Peter Sagebiel, Amea Medeiros

Peter will remind the Council about Form 700 completion. The deadline is 4/1/26.

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

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

8. Information: Local Control Accountability Plan (LCAP)—Peter Sagebiel

Peter will provide the Council with an LCAP update.

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

B.J. will provide the Council with an update on student achievement.

10. Information: 2025/26 Budget and Cash Flow—Meshawn Simmons (page 14)

Meshawn will update the Council on the 2025/26 budget items.

11. Information: Changes to the Special Ed Organizational Structure—Peter Sagebiel

Peter will update the council on how Forest Charter will staff special education personnel starting in the 2026-27 school year.

Action Items:

12. Action: Forest Charter School (FCS) Job Descriptions—Meshawn Simmons (page 15)

- Should the Council approve the additions and updates of the following job descriptions?
 - FCS Director of Student Services Job Description
 - FCS Assistant Administrator and Lead Psychologist Job Description
 - FCS School Psychologist Job Description
 - FCS Administrative Assistant Job Description
 - FCS School Nurse Job Description
 - FCS Mental Health Counselor Job Description
 - FCS Registered Behavior Technician (RBT) Job Description

- FCS Occupational Therapist (OT) Job Description
- FCS Certified Occupational Therapy Assistant (COTA) Job Description
- FCS Speech and Language Pathologist (SLP) Job Description
- FCS Speech and Language Pathologist Assistant (SLPA) Speech and Language Pathologist
- FCS Education Specialist - Moderate/Severe Support Needs Education Specialist Moderate/Severe
- FCS Education Specialist - Mild/Moderate Support Needs Education Specialist Moderate/Severe
- FCS Board Certified Behavior Analyst (BCBA) Job Description

13. Action: Forest Charter School Salary Schedules—Meshawn Simmons

(page 49)

- Should the Council approve the following additions and updates to Forest Charter School Salary Schedules?
 - FCS Speech and Language Pathologist Salary Schedule
 - FCS Classified Exempt Salary Schedule
 - FCS BCBA, OT, Nurse Salary Schedule
 - FCS Classified Hourly Salary Schedule
 - FCS Aide Salary Schedule
 - FCS COTA/SLPA Salary Schedule
 - FCS Certificated Salary Schedule
 - FCS School Psychologist Salary Schedule
 - FCS Mental Health Counselor Salary Schedule
 - FCS Administrative Salary Schedule

14. Action: 2026 Comprehensive School Safety Plan - Peter Sagebiel

(page 60)

- Should the Council approve the Forest Charter School 2026 Comprehensive School Safety Plan?

15. Action: Forest Charter School Enrollment Policy - Meshawn Simmons

(page 136)

- Should the Council approve updates to the Forest Charter School Enrollment Policy?

16. Action: 2026/27 Forest Charter School Academic Calendar—Peter Sagebiel

(page 139)

- Should the Council approve the 2026/27 Forest Charter School Academic Calendar?

17. Director's Update--Peter Sagebiel

- Special Ed
- Other

18. Future Agenda Items

- i-Ready Trends and Comparisons (subgroups)

19. Information: Reminder of Future Meetings

2026: 3/10, 4/21, 5/12, 6/9*, 6/9****

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

20. Action: Adjourn

This agenda was posted at least 72 hours in advance of the meeting at the Forest Charter School Locations: 470 Searls Avenue, Nevada City, CA 95959; 10725 Pioneer Trail # 201, Truckee, CA 96161; 23221 Foresthill Road, Foresthill, CA 95631; 11952 Masters Court, Auburn, CA 95603

Posted: 2.6.2026

Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours before the scheduled meeting, can be viewed at the Forest Charter School office – located at 470 Searls Avenue, Nevada City, California. For more information, please call 530.465.4823.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact Tita Fowler at the Forest Charter School office at 530.465.4823 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]

Forest Charter School

Monthly Charter Council Meeting Minutes – January 13, 2026

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
Amber Baker, Parent Representative
Makala Clinton, Parent Representative
Gabriella Stockdale, Parent Representative
Amea Medeiros, Parent Representative
Tita Fowler, Secretary

Minutes

Present: Peter Sagebiel, Meshawn Simmons, Dawn Anthney, Amber Baker, Makala Clinton, Janice Eggers, Tita Fowler, Hannah Greenpine (Auburn), B.J. Hatcher, Jennifer Saxelby (Foresthill), David Stanger, Gabriella Stockdale, Christine Sween. **Absent:** Amber Baker, Janice Eggers

1. **Call to Order: 5:03 pm**
2. **Roll Call:** Peter Sagebiel, Meshawn Simmons, Dawn Anthney, Amber Baker, Makala Clinton, Janice Eggers, Tita Fowler, Hannah Greenpine (Auburn), B.J. Hatcher, Jennifer Saxelby (Foresthill), David Stanger, Gabriella Stockdale, Christine Sween.
3. **Information/Action: A, B, C, and D may be considered for Consent Agenda—Meshawn Simmons**

The January 13, 2026, Regular Meeting Charter Council Agenda, as well as the December 9, 2025, Regular Meeting Minutes, Contracts, and Warrants, were presented for approval.

Gabriella Stockdale made a motion to approve the Consent Agenda. Amea Medeiros seconded—all ayes.

Ayes: Makala Clinton, Amea Medeiros, Gabriella Stockdale, Dan Thiem
Nays: None

4. **Discussion: Other**

None.

Information/Discussion Items:

5. Information: Director's Evaluation—Dan Thiem

Dan discussed the Director's Evaluation process, requested committee participation, and upcoming deadlines. Amee and Gabriella will support Dan on the Committee.

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

Dawn, B.J., and Christine provided updates on learning center activities, field trips and highlighting current classroom topics for the start of the 2nd Semester. Each administrator highlighted an IS student who uses Forest Charter School's individualized learning model to overcome personal barriers with the support of their families and teachers, and students excelling academically. Students preparing to participate in the upcoming Winter Olympics were also highlighted.

7. Information: Mid-Year LCAP Credentialing Data—Peter Sagebiel

Peter reviewed the credential data from the mid-year LCAP, TAMO (Teacher Assignment Monitoring Outcomes), and the use of local assignment options.

8. Information: Local Control Accountability Plan (LCAP)—Peter Sagebiel

Peter provided the Council with an LCAP update. Still working on data collection and approval.

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

B.J. discussed the current i-Ready assessment window. More data will be presented at a future meeting.

10. Information: 2025/26 Budget and Cash Flow—Meshawn Simmons

Meshawn reviewed 2025/26 budget documents and financial activity with the Council. The enrollment team is doing a great job filling spots as they become available. She led a discussion on ADA vs Total Enrolled. She will be attending the Governor's first 26/27 budget projections webinar next week.

Action Items:

11. Action: 2024/25 School Accountability Report Card (SARC)—B.J. Hatcher

B.J. reviewed the 2024/25 School Accountability Report Card (SARC) with the Council.

Amee Medeiros made a motion to approve the 2024/25 School Accountability Report Card (SARC). Gabriella Stockdale seconded the motion.

Ayes: Makala Clinton, Amee Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

12. Action: 2024/25 Forest Charter School Audit—Meshawn Simmons

The 2024/25 Forest Charter School Audit was presented for acceptance.

Amea Medeiros made a motion to accept the 2024/25 Forest Charter School Audit. Gabriella Stockdale seconded the motion.

Ayes: Makala Clinton, Amea Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

13. Action: Forest Charter School Enrollment Policy Updates - Meshawn Simmons

Meshawn reviewed updates to the Forest Charter School Enrollment Policy.

Gabriella Stockdale made a motion to approve updates to the Forest Charter School Enrollment Policy. Amea Medeiros seconded the motion.

Ayes: Makala Clinton, Amea Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

14. Action: Forest Charter School Health Aide Job Description—Meshawn Simmons

Meshawn reviewed updates to the Forest Charter School Health Aide Job Description for toileting and special education support..

Amea Medeiros made a motion to approve updates to the Forest Charter School Health Aide Job Description. Gabriella Stockdale seconded the motion.

Ayes: Makala Clinton, Amea Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

15. Action: 25/26 Forest Charter School Classified Aide Salary Schedule—Meshawn Simmons

Meshawn reviewed revisions to the Forest Charter School Classified Aide Salary Schedule.

Gabriella Stockdale made a motion to approve revisions to the Forest Charter School Classified Aide Salary Schedule. Amea Medeiros seconded the motion.

Ayes: Makala Clinton, Amea Medeiros, Gabriella Stockdale, Dan Thiem

Nays: None

16. Director's Update--Peter Sagebiel

- Charter Renewal - Our current charter will expire in 2027. We are beginning the process for renewal this spring and Peter discussed the requirement of getting district approval for our remote learning centers.

- WASC Mid-cycle Report and Visit - This is usually a short and small visiting process. FCS will mostly use data and Faculty Council participation in providing information on goal progress.
- FCS Safety Plan - provided small safety plan updates. The plan will be brought to Council later in the year after legal and Ed Code updates.
- Other - THANK YOU, DAN! He will be stepping down from the Board at the end of 2025/26.

17. Future Agenda Items

- i-Ready Trends and Comparisons (subgroups)
- Director Evaluation (April)

18. Information: Reminder of Future Meetings

Dates for the 2025/26 Charter Council meetings were set as follows:

2026: 2/10, 3/10, 4/21, 5/12, 6/9*, 6/9****

***Special Meeting**

****Budget Meeting**

19. Action: Adjourn at 5:41 pm

Respectfully submitted:

Tita Fowler, Secretary

Date

Charter Council Approved:

Dan Thiem, Chair

Date

Contracts to be approved: (February 2026)

Hourly:

Homan, Jen	\$480	RTI Tutor
Homan, Jen	\$440	RTI Tutor
Homan, Jen	\$600	RTI Tutor
Homan, Jen	\$760	RTI Tutor
Homan, Jen	\$640	RTI Tutor
Sagebiel, Ana	\$560	Tutor
Sagebiel, Ana	\$980	Tutor
Sagebiel, Ana	\$1260	Tutor
Sagebiel, Ana	\$350	Tutor
Sagebiel, Ana	\$280	Tutor
Montobbio, Julie	\$437.50	Tutor
Sagebiel, Ana	\$496.40	Office Support

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95000458	01/09/2026	ALL ABOUT LEARNING PRESS INC	01-4300		133.89
26-95000459	01/09/2026	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300	3,446.92	
			01-4400	487.76	3,934.68
26-95000460	01/09/2026	B & C ACE HOME CENTER	01-4300		17.54
26-95000461	01/09/2026	BALLET REJOICE SCHOOL FOR THE ARTS	01-5800		291.00
26-95000462	01/09/2026	BEAM EASY LIVING CENTER	01-5800		192.00
26-95000463	01/09/2026	BOB SWEAT M.ED MATH TUTORING	01-5800		1,300.00
26-95000464	01/09/2026	BRUCE MAIRS	01-5800		4,200.00
26-95000465	01/09/2026	CALIFORNIA DEPT OF TAX AND FEE ADMINISTRATION	01-9508		258.04
26-95000466	01/09/2026	CASTLE CLEANING	01-5800		2,082.00
26-95000467	01/09/2026	CLEARFLY COMMUNICATIONS	01-5930		461.31
26-95000468	01/09/2026	COLLEEN MANUOLA	01-5800		375.00
26-95000469	01/09/2026	DAVID A. GARCIA JR	01-5800		500.00
26-95000470	01/09/2026	DE LAGE LANDEN FINCL SRV INC	01-5600		1,891.33
26-95000471	01/09/2026	EZ WAY DRIVING SCHOOL	01-5800		145.00
26-95000472	01/09/2026	GLADIZ DE LA TORRE DBA ESPANOL CON GLADIZ	01-5800		252.00
26-95000473	01/09/2026	GOLD COUNTRY GYMNASTICS	01-5800		2,627.75
26-95000474	01/09/2026	GPE	01-5400		3,157.00
26-95000475	01/09/2026	HAFDIS TRAUSTADOTTIR	01-5800		325.00
26-95000476	01/09/2026	HOLLY HESS HART	01-5800		475.00
26-95000477	01/09/2026	JAN TURTON'S MUSIC	01-5800		260.00
26-95000478	01/09/2026	LITTLE BIRD MUSIC, INC.	01-5800		192.00
26-95000479	01/09/2026	MINERS HARMONY MUSIC STORE	01-5800		240.00
26-95000480	01/09/2026	NEVADA COUNTY SUPERINTENDENT	01-9514		3,856.58
26-95000481	01/09/2026	R&B COMMUNICATIONS	01-5800		395.00
26-95000482	01/09/2026	RAINBOW RESOURCE CENTER	01-4300		88.22
26-95000483	01/09/2026	SAN JOAQUIN CO OFFICE OF ED	01-5800		161.00
26-95000484	01/09/2026	SEBASTIAN	01-5930	121.29	
			01-5940	62.73	184.02
26-95000485	01/09/2026	SHERRY TORGERSON	01-5800		1,440.00
26-95000486	01/09/2026	SINGAPORE MATH INC	01-4300		328.43
26-95000487	01/09/2026	STACEY BICKMORE	01-5800		1,470.00
26-95000488	01/09/2026	SUMMIT FIRE & SECURITY, LLC	01-5800		105.00
26-95000489	01/09/2026	SUZIE GEMIGNANI	01-5800		585.00
26-95000490	01/09/2026	T-MOBILE	01-5800	30.16	
			01-5930	1,797.39	1,827.55
26-95000491	01/09/2026	UC SCOUT	01-5800		1,596.00
26-95000492	01/09/2026	US BANK CORPORATE PAYMENT SYS	01-4300		8,988.02
26-95000493	01/09/2026	VERIZON	01-5800		38.01
26-95000894	01/16/2026	ACCREDITING COMMISSION FOR SCH OOLS (WASC)	01-5300		1,790.00

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.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95000895	01/16/2026	ALPINE LOCK AND KEY INC	01-5800		1,848.66
26-95000896	01/16/2026	ANTHEM BLUE CROSS	01-9514		50,148.87
26-95000897	01/16/2026	ASTOUND	01-5930	8.45	
			01-5940	104.34	112.79
26-95000898	01/16/2026	AUBURN GYMNASTICS CENTER	01-5800		1,330.00
26-95000899	01/16/2026	BENNATIS MARTIAL ARTS	01-5800		189.00
26-95000900	01/16/2026	BRANDILYN DAVIDSON	01-5800		200.00
26-95000901	01/16/2026	BRIGHT THINKER INC.	01-5800		900.00
26-95000902	01/16/2026	CALTRONICS BUSINESS SYSTEMS	01-4300		546.45
26-95000903	01/16/2026	CENTER STAGE DANCE STUDIO	01-5800		205.00
26-95000904	01/16/2026	CLEVER MINDS	01-5800		1,290.00
26-95000905	01/16/2026	COLTON WOOD	01-5800		480.00
26-95000906	01/16/2026	COMCAST	01-5930	328.55	
			01-5940	27.26	355.81
26-95000907	01/16/2026	DENISE GYNELL DOSHIER	01-5800		988.00
26-95000908	01/16/2026	DEROCHE LLC DBA YOUTH MVMNT	01-5800		3,284.00
26-95000909	01/16/2026	ELIZABETH BROWN	01-5800		684.00
26-95000910	01/16/2026	EXTREME GYMNASTICS, INC	01-5800		570.00
26-95000911	01/16/2026	FOUR SIX THREE INC.	01-5800		715.00
26-95000912	01/16/2026	HEATHER GROVE	01-5800		450.00
26-95000913	01/16/2026	JANET WARNECKE	01-5800		600.00
26-95000914	01/16/2026	JOSHUA PAUL HORTON	01-5800		1,425.00
26-95000915	01/16/2026	KAREN JANSON DBA DANCE NATURAL CREATIVE COMPLEX	01-5800		135.00
26-95000916	01/16/2026	KATHRYN NUNN	01-5800		1,670.00
26-95000917	01/16/2026	LEARNING WITH LITERATURE	01-5800		5,405.00
26-95000918	01/16/2026	LISA MICHELLE CLEMENT	01-5800		375.00
26-95000919	01/16/2026	MINERS HARMONY MUSIC STORE	01-5800		105.00
26-95000920	01/16/2026	MUSIC LAB AUBURN, LLC	01-5800		175.00
26-95000921	01/16/2026	NEVADA CITY BALLET ACADEMY	01-5800		1,095.00
26-95000922	01/16/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	1,457.76	
			01-5520	2,175.00	3,632.76
26-95000923	01/16/2026	PAMELOT A SCHOOL OF DANCE	01-5800		521.00
26-95000924	01/16/2026	PENELOPE SULLIVAN	01-5800		570.00
26-95000925	01/16/2026	PHILADELPHIA INSURANCE CO	01-5400		4,484.00
26-95000926	01/16/2026	ROMAN SLAVINSKY DBA APLUS TUTO RING INC.	01-5800		225.00
26-95000927	01/16/2026	SARAH HAYS	01-5800		720.00
26-95000928	01/16/2026	SEAN BIANCO	01-5800		450.00
26-95000929	01/16/2026	SIERRA NEVADA BOULDERING GYM	01-5800		764.00
26-95000930	01/16/2026	TAHOE TOTAL HOME CARE DBA ALPE NGLOW	01-5800		1,980.00
26-95000931	01/16/2026	TRUCKEE DONNER PUBLIC UTILITY REMITTANCE CENTER	01-5520	822.27	
			01-5540	167.24	989.51
26-95000932	01/16/2026	UC SCOUT	01-5800		399.00

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

Page 2 of 4



Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95000933	01/16/2026	WASTE MANAGEMENT	01-5570		486.75
26-95001299	01/23/2026	ABSOLUTE COMM SOLUTIONS	01-5800		844.91
26-95001300	01/23/2026	AT&T	01-5930		31.88
26-95001301	01/23/2026	B & C ACE HOME CENTER	01-4300		5.87
26-95001302	01/23/2026	BRAVE WRITER LLC	01-5800		498.00
26-95001303	01/23/2026	BRIGHT THINKER INC.	01-5800		900.00
26-95001304	01/23/2026	CITY OF NEVADA CITY	01-5540	388.00	
			01-5550	76.06	464.06
26-95001305	01/23/2026	CLEVER MINDS	01-5800		420.00
26-95001306	01/23/2026	DENISON ALGEBRA	01-5800		175.00
26-95001307	01/23/2026	DOCUMENT TRACKING SERVICES	01-5800		850.00
26-95001308	01/23/2026	EZ WAY DRIVING SCHOOL	01-5800		45.00
26-95001309	01/23/2026	GLATFELTER CLAIMS MGNT INC	01-5802		5,000.00 ✓
26-95001310	01/23/2026	GPE	01-5400		2,200.00
26-95001311	01/23/2026	INSTITUTE FOR EXCELLENCE/IN WR ITING	01-4300		197.06
26-95001312	01/23/2026	LOGIC OF ENGLISH INC	01-5800		59.98
26-95001313	01/23/2026	NEVADA COUNTY CHARTER SERVICES AUTHORITY	01-4300	9,914.66	
			01-5100	172,668.08	182,582.74 ✓
26-95001314	01/23/2026	ORIGO EDUCATION INC	01-4300		32.66
26-95001315	01/23/2026	PARAGON PEST CONTROL	01-5800		70.00
26-95001316	01/23/2026	RAINBOW RESOURCE CENTER	01-4300		122.57
26-95001317	01/23/2026	SINGAPORE MATH INC	01-4300		144.41
26-95001318	01/23/2026	SPD MARKET- NEVADA CITY	01-5920		440.29
26-95001319	01/23/2026	TIMBERDOODLE	01-4300		193.15
26-95001320	01/23/2026	UC SCOUT	01-5800		798.00
26-95001635	01/30/2026	AMAZON.COM AMAZON CAPITAL SERVICES INC	01-4300	17,835.91	
			01-4400	1,812.05	
			01-4700	819.39	20,467.35 ✓
26-95001636	01/30/2026	B & C ACE HOME CENTER	01-4300		24.58
26-95001637	01/30/2026	BALLET REJOICE SCHOOL FOR THE ARTS	01-5800		291.00
26-95001638	01/30/2026	BRIGHT THINKER INC.	01-5800		1,800.00
26-95001639	01/30/2026	CANYON VIEW ASSEMBLY	01-5600		2,200.00
26-95001640	01/30/2026	CATHLEEN WHITING	01-5800		1,620.00
26-95001641	01/30/2026	CDW GOVERNMENT LLC	01-4300		1,014.93
26-95001642	01/30/2026	CENTER STAGE DANCE STUDIO	01-5800		190.00
26-95001643	01/30/2026	DE LAGE LANDEN FINCL SRV INC	01-5600		2,075.89
26-95001644	01/30/2026	ELEMENTAL LEARNING, INC.	01-5800		9,683.34
26-95001645	01/30/2026	EZ WAY DRIVING SCHOOL	01-5800		400.00
26-95001646	01/30/2026	GOLD COUNTRY KUK SOOL WON	01-5800		4,115.00
26-95001647	01/30/2026	HOLLY HESS HART	01-5800		131.25
26-95001648	01/30/2026	IMAGINE LEARNING LLC	01-5800		1,300.00
26-95001649	01/30/2026	K&T MANAGEMENT	01-5600		2,200.00
26-95001650	01/30/2026	LAUREN DUCHENE	01-5800		48.00

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.



Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
26-95001651	01/30/2026	LAUREN H GAEDE	01-5800		700.00
26-95001652	01/30/2026	MINERS HARMONY MUSIC STORE	01-5800		70.00
26-95001653	01/30/2026	NEVADA CITY SCHOOL DISTRICT	01-5600		15,000.00 ✓
26-95001654	01/30/2026	NEVADA COUNTY SUPERINTENDENT	01-9514		3,813.68
26-95001655	01/30/2026	NICHOLAS VAUGHAN	01-5800		480.00
26-95001656	01/30/2026	OFFICE DEPOT	01-4300		237.79
26-95001657	01/30/2026	PENELOPE SULLIVAN	01-5800		180.00
26-95001658	01/30/2026	PIONEER COMMERCE CENTER	01-5600		18,656.50 ✓
26-95001659	01/30/2026	ROMAN SLAVINSKY DBA APLUS TUTO RING INC.	01-5800		262.50
26-95001660	01/30/2026	SKYLAR LARSON	01-5800		560.00
26-95001661	01/30/2026	SOUTHWEST GAS CORPORATION	01-5510		554.13
26-95001662	01/30/2026	TEACHERS CURRICULUM INSTITUTE	01-5800		32.00
26-95001663	01/30/2026	THE CLEANING SOLUTION	01-5800		2,930.00
Total Number of Checks			127		423,781.49

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	FOREST CHARTER	127	423,781.49
	Total Number of Checks	127	423,781.49
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		423,781.49

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

Page 4 of 4

587.

FOREST CHARTER SCHOOL FY 25-26

Fiscal Year 2025/26 Through 2/4/26				
Object	Description	Revised Budget	Revenue	% Rcvd
Total Year To Date Revenues		13,200,744.00	4,611,387.50	35%

Object	Description	Revised Budget	Actual	% Used
Total Certificated Salaries		4,370,509.00	2,317,041.19	53%
Total Classified Salaries		1,120,021.00	611,948.51	55%
Total Employee Benefits		1,982,393.00	923,690.65	47%

Books and Supplies

4300	MATERIALS AND SUPPLIES	565,930.00	291,468.35	52%
4400	NON CAPITALIZED EQUIPMENT	17,500.00	16,611.19	95%
4700	FOOD	10,000.00	3,340.28	33%
Total Books and Supplies		593,430.00	311,419.82	52%

Services and Other Operating Expenditures

5100	SUBAGREEMENTS FOR SERVICES	2,233,069.00	1,208,676.56	54%
5210	CONFERENCE	19,509.00	7,078.21	36%
5220	MILEAGE REIMBURSEMENT	3,000.00	618.80	21%
5300	DUES AND MEMBERSHIPS	20,000.00	1,790.00	9%
5400	INSURANCE	100,000.00	69,004.17	69%
5510	GAS HEATING/FUEL	10,000.00	4,585.65	46%
5520	ELECTRICITY	30,000.00	17,305.45	58%
5540	WATER	6,500.00	2,966.73	46%
5550	SEWER	1,500.00	485.14	32%
5570	GARBAGE	7,500.00	2,814.27	38%
5600	RENT,LEASES,REPAIRS/NON CAP	475,000.00	313,855.96	66%
5800	PROF/CONSUL/SVCS/OP EXPENSE	1,296,681.00	500,998.04	39%
5801	ADVERTISING	5,000.00	72.00	1%
5802	LEGAL FEES	45,000.00	35,421.50	79%
5806	DATA PROCESSING SERVICES	50,000.00	44,663.15	89%
5840	FINGERPRINTING	1,000.00	277.00	28%
5850	OVERSIGHT	106,229.00	0.00	0%
5852	BUSINESS SERVICES	106,229.00	0.00	0%
5920	POSTAGE/SHIPPING (OUT)	3,500.00	1,713.35	49%
5930	TELEPHONE	30,000.00	12,343.65	41%
5940	INTERNET	12,000.00	1351.9	11%
Total Services and Other Operating Expenditures		4,561,717.00	2,226,021.53	49%

Total Year To Date Expenditures		12,628,070.00	6,390,121.70	51%
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DIRECTOR OF STUDENT SERVICES

JOB DESCRIPTION

Minimum Qualifications: Must hold a valid California teaching credential. Administrative Services Credential preferred.

Summary of Position: Under the direction of the Forest Charter School Executive Director this position assumes responsibility for the effective coordination, delivery, evaluation, refinement and provision of student services. The Director, in collaboration with the FCS Executive Director, plans, evaluates, initiates, and recommends programs to meet current and future needs in each of the following areas: student health services, psychological services, tiered social-emotional and behavioral supports, and will also include all specialized academic and related services for students eligible for special education supports. Additionally, the Director of Student Services provides leadership and oversight of early intervention and pre-referral systems, ensuring that students receive timely, data-driven supports and intervention prior to special education referral.

The Director shall ensure that the above programs are in compliance with LEA, state and federal policies, procedures and guidelines.

KNOWLEDGE AND ABILITIES:

The position requires the ability to modify or adapt systems or programs in order to meet ongoing instructional, technological, and procedural changes. This position includes the ability to develop both short and long term goals and metrics for analysis of results. Significant knowledge of legal requirements and work with local and state agencies are essential components. Ongoing communication and collaboration with leadership at school sites, county and SELPA administration, and outside agencies is required, as well as collaboration with stakeholders in design and implementation of identified goals and objectives. Knowledge of MTSS frameworks, early intervention practices, and pre-referral decision making models, including the use of data to inform instructional and behavioral supports.

ESSENTIAL FUNCTIONS:

Oversees and Ensures Compliance with State, Federal, and Special Programs

- Develops appropriate policies, in compliance with Federal and State regulations and codes.

- Develops and monitors annual program applications and reviews.
- Communicates categorical and special program policies, guidelines, objectives, and procedures to the FCS Executive Director, the board, school administrators, and staff.
- Manages and disseminates annual categorical and special program evaluations.
- Works to ensure that all instruments for needs assessment, evaluation, student profiles, and student selection are available.
- Establishes objectives, goals, guidelines, policies, and procedures, in compliance with Federal and State law, for special education.

Oversees and Manages Student Services

- Works with FCS Executive Director in identifying needs, and in developing effective procedures for the organization, administration, and evaluation of Student Services.
- Collaborates with FCS Business Director to discuss budgetary needs for programs associated with Student Services.
- Works to ensure appropriate setting for all students and oversees all necessary arrangements for placement; e.g., transfer of records, notification of parents, etc.
- Oversees program implementation for all students with an IEP or suspected disability.
- Ensures alignment between general education interventions and special education services.

Oversees and Supports Student Services Staff

- Supervises Special Education staff in collaboration with the FCS Executive Director
- Collaborates with the FCS Executive Director to determine staffing and training needs.
- Provides support as needed for all special education staff to effectively support students.

Represents Forest Charter and Liaises with Local Schools, Community, and County Office of Education

- Prepares reports for the FCS Board, the State Department of Education, NCSOS, SELPA and various community groups.
- Distributes pertinent information and materials related to new special education laws and regulations
- Participates in professional organizations in the field of special education.
- Collaborate in the Fair Hearing process as needed.
- Attends county meetings as needed.

Oversees Early Intervention, MTSS, and Pre-Referral System

- Provides leadership in the development, implementation, and continuous improvement of the school's Multi-Tiered System of Supports (MTSS).
- Oversees the general education intervention processes to ensure students receive appropriate academic, behavioral, and social-emotional supports prior to referral for special education

assessment.

- Supports professional development for staff related to intervention strategies, documentation, and early identification of student needs.

The essential functions and duties noted above are not necessarily all inclusive, other functions and duties may be assigned as needed.

SKILLS AND ABILITIES:

Student Information Systems

Ensures accurate updates and maintenance of student data in California Longitudinal Pupil Achievement Data System (CALPADS), Special Education Information System (SEIS), and other comprehensive databases for use in, or preparation of, a variety of specialized local, federal, and state required reports; supervises and trains others in use of these systems in order to ensure accuracy.

Program Support

Oversees, develops and prepares a variety of reports, records, and statistical data regarding Special Education program activities and student enrollment; collects, compiles, and manages data from LEA users for California Department of Education and other mandated reports; supervises audits and verifies student enrollment data assuring compliance with appropriate codes and policies; maintains statistical records in accordance with state and federal law, and processes documents in compliance with established policies and procedures; prepares, shares and audits various reports required for state funding, board requests and compliance.

Medi-Cal and CYBHI Billing

Collaborates with the Business Office to support the variety of independent, specialized duties related to Medi-Cal Reimbursement Program and CYBHI billing and related functions in order to ensure accurate data gathering and maximum reimbursement for services provided.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

Employment with Forest Charter School is at-will and may be terminated at any time, with or without cause or notice, by either the employee or the employer, in accordance with applicable law.

DRAFT



Assistant Administrator and Lead Psychologist

JOB DESCRIPTION

Temporary Position: 2026-27 School Year Only

Minimum Qualifications: Must hold a valid California teaching credential. Administrative Services Credential preferred.

Summary of Position: Under the guidance of the Executive Director, the Assistant Administrator and Lead Psychologist serves as a mentor for the newly appointed Director of Student Services. The primary responsibility will be to provide guidance, training, and support during the transition period, ensuring the successful onboarding and integration of the new director into the role. In addition to mentoring duties, this individual will also perform lead psychologist duties as needed, based on availability and time constraints. This is a temporary position for the 2026-27 school year.

This role is advisory and supportive in nature and does not replace the authority or responsibilities of the Director of Student Services.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to this class.

Mentorship & Training:

- Serve as the primary mentor for the Director of Student Services, providing guidance and support during onboarding and transition into the role.
- Share expertise on special education laws, regulations, systems, and best practices to help support the new director's understanding of responsibilities and expectations.
- Provide insight into the organization, structure, and student services systems unique to Forest Charter School.
- Support the development and refinement of departmental goals, procedures, and systems as needed during the transition period.

- Facilitate meetings, trainings, and one-on-one check-ins to support the director's readiness and confidence in leading student services.
- Offer feedback and professional guidance to support ongoing growth and successful role implementation.
- Provide mentorship and professional support to school psychologists, as appropriate.

School Psychologist Duties (as needed):

- Perform school psychologist duties, as needed and as time allows, in alignment with the School Psychologist Job Description and program needs.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

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School Psychologist

JOB DESCRIPTION

Summary of Position: Under the general direction of the Director of Student Services, School Psychologists evaluate the needs of children in an educational setting; perform psycho-educational assessments to determine appropriate programs and instructional processes; assist students in understanding and seeking solutions to social, emotional, or academic problems and issues; provide consultation and serve as a resource pertaining to student behavior management and learning strategies, and welfare and attendance problems and concerns. The position works directly with school site administrators, general education teachers, and other student services team members.

KNOWLEDGE AND ABILITIES: The School Psychologist demonstrates knowledge of principles, methods, and best practices related to psychoeducational assessment, including the use of appropriate psychological and achievement appraisal instruments to evaluate students' academic, social, emotional, and behavioral functioning from preschool through post-high school age. The psychologist effectively assesses students, analyzes data, and develops educationally relevant recommendations to support learning and well-being. This role requires skill in providing individual and group counseling interventions within the educational setting, collaborating with educators, administrators, families, and community agencies, and contributing meaningfully to the planning and implementation of Individualized Education Programs (IEPs) and other student support plans. The School Psychologist maintains effective organizational, communication, and interpersonal skills; establishes positive relationships with school and community partners; understands and follows oral and written directions; and applies research-based practices to support students with diverse learning and social-emotional needs.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Conduct comprehensive psychoeducational assessments using appropriate standardized instruments to identify students' learning, emotional, behavioral, and social-emotional needs and determine eligibility for special education services.
- Interpret assessment data and prepare clear, timely written reports that identify student strengths, needs, and educationally relevant recommendations.
- Participate as a member of Individualized Education Program (IEP) and Student Study Team (SST) teams, contributing to eligibility determinations, educational planning, and the

development and monitoring of IEP goals and services.

- Consult and collaborate with general education teachers, special education staff, administrators, and other student services personnel to support instructional planning, behavior management strategies, and interventions that promote student learning and well-being.
- Provide individual and small-group counseling services, within the educational setting and scope of practice, to support students' social-emotional, behavioral, and academic functioning.
- Support parents and guardians by explaining assessment results, learning profiles, and social-emotional considerations, and by offering guidance related to students' educational needs.
- Serve as a resource to school staff and the school community regarding student mental health, behavior supports, attendance concerns, and access to appropriate youth and social service resources.
- Collaborate with community mental health, social service, and juvenile agencies as appropriate, and support referral follow-up to ensure continuity of services.
- Assist in identifying school-wide and site-based psychological service needs and contribute to the development of prevention, intervention, and support practices.
- Maintain accurate, confidential student records and documentation in accordance with state and federal laws, ethical standards, and school policies.
- Prepare reports, summaries, and documentation related to school psychological services and activities, as requested.
- Establish and maintain effective working relationships with students, families, staff, administrators, and community partners.
- Maintain current knowledge of applicable laws, regulations, ethical standards, and best practices governing school psychology services in California.

EDUCATION AND EXPERIENCE

- Possession of a valid Pupil Personnel Services Credential in School Psychology issued by the California Commission on Teacher Credentialing (CTC) (required)
- Master's degree from a regionally accredited institution (preferred)

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

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Charter Council Approved: 2/10/26



Administrative Assistant

JOB DESCRIPTION

Summary of Position: Under the direction of the Business Director, the Administrative Assistant provides comprehensive administrative and operational support to ensure the effective functioning of Forest Charter School's business and compliance activities. This position plays a key role in supporting student services and fiscal operations through accurate data entry, documentation management, and coordination related to SEIS reporting, CYBHI and Medi-Cal billing, portfolio audits, facilities oversight and rentals, and school-sponsored events.

KNOWLEDGE AND ABILITIES: Knowledge of basic administrative and clerical practices, including recordkeeping, filing systems, and accurate data entry. Knowledge of standard office procedures, equipment, and business correspondence. Ability to learn, interpret, and apply school, district, and regulatory policies and procedures related to student records, billing processes, and confidential information. Ability to use office productivity software and technology systems, including Microsoft Office and Google Workspace, and the ability to learn and use school data systems and databases as required. Ability to maintain accuracy and attention to detail while working with data, records, and time-sensitive materials. Ability to organize work, manage multiple tasks, and meet deadlines in an environment with competing priorities. Ability to communicate effectively and professionally, both orally and in writing. Ability to exercise tact, discretion, and sound judgment in handling sensitive and confidential information. Ability to work independently and collaboratively as part of a team, and to represent Forest Charter School in a courteous, professional, and respectful manner.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Support SEIS-related processes by maintaining accurate student records, documentation, and data entry in compliance with applicable regulations and timelines.
- Assist with CYBHI and Medi-Cal billing by collecting, verifying, entering, and maintaining required documentation to support accurate and timely reimbursement.
- Provide administrative support for portfolio audits, including organizing records, tracking required materials, and assisting with audit preparation and follow-up.

- Support facilities oversight and rentals by assisting with scheduling, documentation, coordination with internal staff and external users, and maintaining related records.
- Assist in the planning and coordination of school events, including logistics, communication, and administrative follow-through.
- Maintain organized digital and physical filing systems to ensure accessibility, accuracy, and confidentiality of records.
- Assist the Business Director with special projects, data collection, reporting, and administrative tasks as assigned.
- Uphold Forest Charter School policies, procedures, and standards while representing the school in a respectful and professional manner.
- Support compliance with federal, state, and school policies and procedures by maintaining accurate documentation and assisting with required reporting and audits.
- Utilize school data systems, student information systems, and office software applications to enter, update, track, and retrieve information with a high degree of accuracy.

Minimum Qualifications

- Two (2) years of increasingly responsible clerical or administrative support experience, preferably in a school, public agency, or service-oriented environment.
- Demonstrated experience performing accurate data entry and maintaining organized records.
- Experience using standard office software applications, including word processing, spreadsheets, email, and online document systems.
- Ability to maintain confidentiality and work effectively with sensitive information.
- Any combination of education, training, and experience that demonstrates the knowledge and abilities listed above may be considered.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

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School Nurse

JOB DESCRIPTION

Summary of Position: This position has the primary responsibility for supporting school health programs and special education health-related services at Forest Charter School. The School Nurse works under the direction of the Director of Student Services to ensure the safe, efficient, and effective operation of the school health programs.

KNOWLEDGE AND ABILITIES: The School Nurse demonstrates the ability to perform required school health screenings, including vision and hearing, and holds or is willing to obtain the appropriate nursing credential and license. The nurse possesses strong oral, written, and interpersonal communication skills and works collaboratively with students, families, general and special education staff, and administrators to promote positive student outcomes. The School Nurse maintains confidentiality and professionalism in accordance with state and federal requirements and organizational policies, demonstrates flexibility and teamwork, and effectively uses data systems and technology, including SEIS and Google Suite applications, to support student health services and documentation

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assess and evaluate the health and developmental status of students to identify health-related barriers to learning and participation in school programs.
- Develop, implement, and monitor Individualized School Health Plans (IHPs), Emergency Care Plans (ECPs), and health-related components of Individualized Education Programs (IEPs) and Section 504 plans for students with acute, chronic, or specialized health care needs.
- Provide school nursing case management services, including determining appropriate levels of care, coordinating services, and supporting continuity of care within the educational setting.
- Provide routine and emergency direct health care services to students, including medication support, referrals, and follow-up, in compliance with applicable laws and regulations.

- Communicate and collaborate effectively with students, families, caregivers, school staff, health care providers, and community agencies regarding student health needs, services, and accommodations.
- Interpret medical information and health assessments for school personnel to support safe and appropriate educational planning and implementation.
- Train, support, and provide oversight to licensed and unlicensed school staff in the administration of routine and emergency medications and health-related procedures, as permitted by law.
- Serve as a health consultant to school staff and provide in-service trainings on school health topics, including communicable disease prevention, emergency response, and compliance with Occupational Safety and Health Administration (OSHA) regulations.
- Perform required federal and state-mandated health-related activities, including communicable disease control and prevention, child abuse reporting, health screenings (e.g., vision, hearing), and Child Health and Disability Program (CHDP) and immunization compliance.
- Maintain accurate, confidential electronic and written student health records in accordance with state and federal requirements, and manage documentation related to Medi-Cal Administrative Activities (MAA) and other reimbursement programs.
- Participate in Student Study Team (SST) meetings and other multidisciplinary meetings, as appropriate, to support student health and educational outcomes.
- Establish and maintain effective working relationships with district, county, and public health agencies to support comprehensive school health services.
- Maintain current knowledge of applicable laws, regulations, policies, and best practices governing school nursing services in California.

REQUIRED EDUCATION AND EXPERIENCE

- A baccalaureate or higher, a valid RN license in California and a valid school nurse services credential or willingness to obtain.
- holding or willing to obtain a valid California School Audiometrist certificate

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

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DRAFT



Mental Health Counselor

JOB DESCRIPTION

Summary of Position: Under the general direction of the Director of Student Services, this position evaluates the social-emotional and behavioral needs of children in an educational setting; supports educational assessments to determine the need for mental health counseling to support special education services through the IEP or 504 process; assists students in understanding and seeking solutions to social, emotional, or behavioral problems and issues impacting academic success; provides consultation and serves as a resource pertaining to student behavior management and learning strategies, welfare and attendance problems and concerns. This position works directly with administrators, general and special education teachers, and other student services team members.

KNOWLEDGE AND ABILITIES: The Mental Health Counselor demonstrates knowledge of principles, methods, and best practices related to school-based social-emotional and behavioral assessment and intervention for children and adolescents. The counselor applies appropriate counseling techniques and evidence-based interventions to support students with social, emotional, behavioral, and mental health needs that impact educational performance. This role requires strong oral, written, and interpersonal communication skills; the ability to collaborate effectively with students, families, educators, administrators, and community agencies; and the capacity to participate meaningfully in the planning and implementation of Individualized Education Programs (IEPs), Section 504 plans, and school-based counseling supports. The Mental Health Counselor maintains confidentiality and professionalism in accordance with state and federal laws, ethical standards, and organizational policies, establishes effective working relationships with school and community partners, and demonstrates sound professional judgment within the scope of their licensure.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide school-based mental health counseling services to students individually and in small groups to address social-emotional, behavioral, and mental health needs that impact academic engagement, attendance, and school success.
- Conduct social-emotional and behavioral assessments and contribute relevant information to educational evaluations, counseling plans, Individualized Education

Programs (IEPs), Section 504 plans, and general education mental health supports, as appropriate.

- Develop, implement, and monitor counseling goals and intervention plans aligned with students' educational needs and service plans, and document student progress over time.
- Participate as a member of multidisciplinary teams, including Student Success Teams, IEP teams, and 504 teams, to support coordinated planning and service delivery.
- Consult and collaborate with general education teachers, special education staff, administrators, and student services personnel to support behavior management strategies, classroom interventions, and school-based mental health supports.
- Support families by participating in parent/guardian conferences, trainings, and family support activities, and by providing guidance related to students' social-emotional development and school adjustment.
- Serve as a resource to school staff regarding student mental health, behavior supports, attendance concerns, and access to youth and social service resources.
- Collaborate with community mental health providers, social service agencies, and juvenile agencies, and support referrals and follow-up to ensure continuity of care.
- Assist in identifying and supporting tiered school mental health service needs, including prevention, early intervention, and intensive supports.
- Maintain accurate, confidential counseling records and documentation in accordance with state and federal laws, ethical standards, and school policies.
- Maintain current knowledge of applicable laws, regulations, ethical standards, and best practices governing school-based mental health counseling services in California.

EDUCATION AND EXPERIENCE

Required:

- Valid licensure in California as a Licensed Marriage and Family Therapist (LMFT), Licensed Clinical Social Worker (LCSW), Pupil Personnel Services Credential (PPS), or Licensed Educational Psychologist (LEP)

Preferred:

- Master's degree from a regionally accredited institution.
- Prior experience with counseling and support in a school setting.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

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Registered Behavior Technician (RBT)

JOB DESCRIPTION

Summary of Position: This position works under the direction of the Board Certified Behavior Analyst and the Director of Special Education to support students in any of our five local charter schools to obtain the skills necessary to demonstrate appropriate, prosocial behavior and engage in the classroom safely and productively.

KNOWLEDGE AND ABILITIES: The Registered Behavior Technician demonstrates knowledge of basic principles of Applied Behavior Analysis (ABA) and behavior support strategies used in school settings. The RBT is able to follow behavior intervention plans and skill acquisition programs as designed by a supervising Board Certified Behavior Analyst, collect accurate behavioral data, and implement interventions with consistency and professionalism. This role requires the ability to work effectively with students with diverse behavioral and developmental needs, maintain appropriate boundaries, and communicate clearly with supervising staff and school personnel. The RBT demonstrates reliability, professionalism, and ethical conduct; maintains confidentiality in accordance with state and federal requirements; and works collaboratively as part of a multidisciplinary educational team.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide direct behavioral support to students under the supervision of a Board Certified Behavior Analyst (BCBA) and school administration in classroom, small-group, and one-to-one settings.
- Implement behavior intervention plans and skill acquisition programs as designed by the BCBA and educational team to support students' engagement, safety, and participation in school activities.
- Collect accurate and objective data on student behavior and skill development in accordance with established behavior plans and data collection protocols.
- Support students in developing appropriate, prosocial behaviors and functional communication skills using evidence-based behavioral strategies.
- Maintain positive, supportive, and professional relationships with students while modeling appropriate behavior and emotional regulation.

- Communicate regularly with supervising staff regarding student progress, behavior concerns, and implementation fidelity.
- Participate in team meetings, including IEPs, SSTs, 504 meetings, and behavior planning meetings, as directed, to share observational data and implementation feedback.
- Prepare and maintain accurate documentation and written records related to student behavior support and data collection.
- Follow all applicable ethical guidelines, including the Professional and Ethical Compliance Code for Behavior Technicians, and adhere to school, SELPA, and school policies and procedures.
- Establish and maintain effective working relationships with students, families, and school staff.

EDUCATION AND EXPERIENCE

Required:

- Registered Behavior Technician Certification
- Any combination equivalent to completion of high school-level education or equivalent.
- A minimum of one year of experience working with children with various behavior concerns.

Preferred: Experience in Trauma Informed Practices, Functional Communication, Tolerance Training, Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Social Skills Training (SST), and data collection methodologies.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

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Occupational Therapist (OT)

JOB DESCRIPTION

Summary of Position: Under the supervision of the Director of Student Services, this position provides occupational therapy to students enrolled in the educational programs at Forest Charter School. The Occupational Therapist (OT) is responsible for providing interventions for sensory and motor processing delays or associated disorders that impact students' access to education. The OT will administer occupational therapy assessments to determine a student's level of function relative to the student's age and educational placement in areas such as fine/gross motor skill development, mobility, sensory-motor processing, self-care, and activities of daily living. Therapists consult and provide therapy in a variety of classroom and school settings at more than one site, with educational team members, within a framework of special education policies and procedures. Independent clinical judgment, well-developed communication skills, and a solutions-based, student-centered focus are expected.

KNOWLEDGE AND ABILITIES: The Occupational Therapist demonstrates a strong understanding of the intellectual, sensory, physical, and developmental needs of children and young adults, as well as the educational impact of sensory-motor, fine and gross motor, and self-care challenges. The therapist applies evidence-based occupational therapy principles, methods, and intervention strategies in the assessment and treatment of students with disabilities, using independent clinical judgment and minimal supervision. This role requires knowledge of federal and state special education and Section 504 laws and regulations, as well as familiarity with appropriate public and community referral agencies. The Occupational Therapist collaborates effectively with students, families, educators, administrators, and outside agencies, maintains a belief in the ability of all students to succeed with appropriate supports, and works independently while contributing meaningfully to multidisciplinary educational teams.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide occupational therapy services to students with disabilities in accordance with Individualized Education Programs (IEPs) and Section 504 plans to support access to and

participation in educational programs.

- Conduct occupational therapy assessments and evaluations; prepare written reports; develop measurable goals and objectives; and maintain required documentation, progress monitoring, and compliance records.
- Participate as a member of IEP and 504 teams, collaborating with teachers, administrators, related service providers, and families to support educational planning and service delivery.
- Provide individual and group occupational therapy interventions using evidence-based practices aligned with students' educational goals and functional needs.
- Consult with and provide coaching to educational staff regarding strategies to support sensory processing, fine and gross motor development, self-care skills, and functional participation in school routines and environments.
- Support the implementation of occupational therapy strategies within classroom and school settings; monitor the effectiveness of interventions; and recommend modifications through the IEP or 504 process as appropriate.
- Recommend, monitor, and support the use of adaptive equipment and environmental modifications to enhance student access, positioning, and functional performance.
- Collaborate with medical providers and community agencies, and make referrals to additional services as appropriate to support students' educationally related needs.
- Maintain current knowledge of applicable federal and state special education laws, regulations, and best practices related to school-based occupational therapy services.
- Provide training or in-service presentations to school personnel regarding the role of occupational therapy in education, sensory-motor development, and functional supports for learning, as assigned.

REQUIRED EDUCATION AND EXPERIENCE

- Current California Registration as an Occupational Therapist **AND**
- Master's degree from an accredited college or university with coursework in occupational therapy.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

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Certified Occupational Therapy Assistant (COTA) JOB DESCRIPTION

Summary of Position: This position provides occupational therapy services for designated students according to Individual Education Plan (IEP) goals under the direction of the Director of Student Services and Occupational Therapist; maintains related service records, and prepares a variety of reports. The COTA is a licensed health care professional (occupational therapy practitioner) working directly with students in the educational setting.

KNOWLEDGE AND ABILITIES: The Certified Occupational Therapy Assistant (COTA) demonstrates knowledge of basic occupational therapy principles, methods, and techniques used to support students with disabilities in educational settings. The COTA applies established intervention strategies under the supervision of a licensed Occupational Therapist to support students' functional participation in areas such as fine and gross motor skills, sensory processing, self-care, and school routines. This role requires strong interpersonal, communication, and organizational skills; the ability to maintain accurate records and documentation; and the capacity to work effectively with students, families, educators, and multidisciplinary teams. The COTA uses appropriate equipment and materials safely, follows health and safety regulations, maintains confidentiality and professional conduct, and adheres to applicable state and federal laws, ethical standards, and school policies while carrying out assigned duties.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide direct occupational therapy services to designated students under the supervision of a licensed Occupational Therapist (OT) in accordance with Individualized Education Programs (IEPs) and Section 504 plans.
- Implement occupational therapy intervention activities and treatment plans as developed by the supervising Occupational Therapist to support students' functional participation in educational settings.
- Assist the supervising Occupational Therapist with data collection, observations, and preparation for assessments, as directed.
- Support students in developing functional skills related to fine and gross motor development,

- sensory processing, self-care, and school participation through structured therapeutic activities.
- Monitor and support the use of adaptive equipment and assistive devices as directed by the supervising Occupational Therapist, and report equipment needs or concerns.
 - Document services provided and student progress accurately and timely, and maintain required service logs and records in accordance with school, state, and federal requirements.
 - Communicate regularly with the supervising Occupational Therapist regarding student progress, implementation fidelity, and observed needs.
 - Participate in IEP meetings, staff meetings, and other team meetings as directed, to share observations and implementation feedback.
 - Maintain positive, professional relationships with students, families, school staff, and community partners.
 - Adhere to all applicable laws, regulations, ethical standards, and school policies governing occupational therapy services in schools.

EDUCATION AND EXPERIENCE

Required: Graduation from an accredited school in a Certified Occupational Therapy Assistant (COTA) Program **AND** Valid Occupational Therapy Assistant Certification issued by the National Board of Occupational Therapy (NBCOT) **AND** Valid California Occupational Therapy Assistant license (NBCOT).

Preferred: Two years of COTA experience in an educational setting.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

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Speech and Language Pathologist (SLP) JOB DESCRIPTION

Summary of Position: Under the direction of the Director of Student Services and the school administrator, this position provides speech and language assessments and therapy to students who have a variety of communicative disorders.

KNOWLEDGE AND ABILITIES: The Speech and Language Pathologist (SLP) demonstrates knowledge of speech, language, communication, and related disorders that impact students' educational performance, as well as principles and practices of assessment, intervention, and progress monitoring in school-based settings. The SLP applies evidence-based strategies to evaluate and treat articulation, language, fluency, voice, social communication, and pragmatic skills, including the use of augmentative and alternative communication systems as appropriate. This role requires strong oral, written, and interpersonal communication skills; the ability to collaborate effectively with students, families, educators, and multidisciplinary teams; and the capacity to work independently while managing caseload responsibilities. The SLP maintains confidentiality and professional standards, demonstrates cultural responsiveness and inclusivity, and maintains current knowledge of applicable state and federal laws, regulations, and best practices governing speech and language services in California schools

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Conduct comprehensive speech and language assessments using appropriate standardized and informal measures to identify students' communication needs and determine eligibility for special education and related services.
- Interpret assessment results and prepare clear, timely written reports that describe students' speech, language, communication, and functional strengths and needs.
- Participate as a member of Individualized Education Program (IEP) teams, contributing to eligibility determinations, development of measurable goals and objectives, service recommendations, and placement decisions for students with speech and language needs.
- Develop, implement, and monitor IEPs for students receiving speech and language services, including speech-only and related service IEPs, in compliance with state and

federal requirements.

- Provide individual and group speech and language therapy services using evidence-based practices to support students' educational access, classroom participation, and communication across school environments.
- Collaborate with general education teachers, special education staff, administrators, and families to integrate speech and language strategies into classroom instruction and daily routines.
- Provide consultation, accommodations, and recommendations for students who do not qualify for services, and monitor student progress as appropriate through general education or intervention processes.
- Design, implement, and support augmentative and alternative communication (AAC) systems, and provide training to students, staff, and families in the effective use of communication supports.
- Monitor student progress through data collection and documentation, and adjust intervention strategies as needed to support student outcomes.
- Maintain accurate, confidential records, reports, and service documentation in accordance with school policies and state and federal regulations.
- Establish and maintain positive working relationships with students, families, school staff, and community partners.
- Maintain current knowledge of laws, regulations, and best practices related to school-based speech and language services.

EDUCATION AND EXPERIENCE

- Valid California Speech-Language Pathology Services Credential issued by the California Commission on Teacher Credentialing (CTC) (required)
- Master's degree from a regionally accredited institution (preferred)

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

Employment with Forest Charter School is at-will and may be terminated at any time, with or without cause or notice, by either the employee or the employer, in accordance with applicable law.



Speech and Language Pathology Assistant (SLPA) JOB DESCRIPTION

Summary of Position: This position provides speech and language therapy, under the supervision of the Speech and Language Pathologist, to students who have a variety of communicative disorders.

KNOWLEDGE AND ABILITIES: The Speech-Language Pathology Assistant demonstrates knowledge of speech and language development, common communication disorders, and basic principles of intervention used in educational settings. The SLPA is familiar with speech and language therapy materials, AAC devices, assistive technology, and data collection methods used to support student communication goals. This role requires the ability to follow treatment plans developed by a supervising Speech-Language Pathologist, maintain accurate records, and document student progress. The SLPA communicates effectively with students, families, and school staff; uses appropriate behavior management strategies; applies basic computer and technology skills; and maintains confidentiality and professional conduct in accordance with applicable laws, ethical standards, and school policies

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide direct speech and language therapy services to students under the supervision of a licensed Speech-Language Pathologist (SLP) in accordance with Individualized Education Programs (IEPs) and service plans.
- Implement speech and language intervention activities and treatment protocols as designed by the supervising SLP to support students' communication skills across educational settings.
- Support students with articulation, language, fluency, voice, and social communication goals through structured therapeutic activities.
- Assist with the use and implementation of augmentative and alternative communication (AAC) systems and other assistive technologies as directed by the supervising SLP.
- Collect data and document student progress toward established goals and objectives, and report observations and progress to the supervising SLP.
- Administer speech and language screenings and other activities as assigned by the supervising SLP, without interpretation of results.

- Maintain accurate, confidential records and service documentation in accordance with school policies and state and federal regulations.
- Communicate regularly with the supervising SLP regarding student performance, implementation fidelity, and observed needs.
- Establish and maintain positive, professional relationships with students, families, school staff, and community partners.
- Adhere to all applicable laws, regulations, ethical standards, and school policies governing speech and language services in schools.

REQUIRED EDUCATION AND EXPERIENCE

- Associate's degree in Speech-Language Pathology or Communication Disorders **OR** Graduation from a speech-language pathology assistant program; **AND**
- Current registration as a Speech-Language Pathology Assistant (SLPA) issued by the California Speech-Language Pathology and Audiology Board.

Preferred:

- Prior SLPA experience in educational or clinical settings.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

This job description is intended to describe the general nature and level of work performed and is not intended to be an exhaustive list of all duties, responsibilities, or qualifications. Forest Charter School reserves the right to modify this job description at any time.

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Education Specialist - Mod/Severe JOB DESCRIPTION

Summary of Position: This position provides specially designed instruction and intensive supports to students with moderate to severe disabilities in accordance with Individualized Education Programs (IEPs). The Education Specialist works under the supervision of the Director of Student Services and collaborates closely with general education staff, related service providers, paraprofessionals, administrators, and families to support student learning, communication, independence, and functional skill development.

KNOWLEDGE AND ABILITIES: The Education Specialist demonstrates knowledge of special education laws, inclusive instructional practices, and evidence-based strategies for supporting students with mild to moderate disabilities. The educator applies principles of differentiated instruction, social-emotional learning, and positive behavior supports to promote student access, engagement, and growth. This role requires strong oral, written, and interpersonal communication skills; the ability to collaborate effectively with students, families, general and special education staff, and multidisciplinary teams; and proficiency in special education data systems and instructional technology. The Education Specialist values diversity, equity, and inclusion; maintains confidentiality and professionalism in accordance with state and federal requirements; and demonstrates flexibility, teamwork, and a commitment to involving all stakeholders in student success.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provide specially designed instruction and intensive supports to students with moderate to severe disabilities in alignment with IEP goals and functional needs.
- Deliver instruction in areas including functional academics, communication, social-emotional development, behavior, adaptive skills, mobility, vocational skills, and activities of daily living.
- Develop, implement, and monitor IEPs, including writing goals and objectives, collecting data, documenting progress, and participating in IEP meetings and reviews.

- Implement and support positive behavior interventions, structured routines, and individualized instructional strategies to promote student safety, engagement, and independence.
- Collaborate with related service providers, paraprofessionals, and families to ensure consistent implementation of instructional and behavioral supports across environments.
- Provide direction and guidance to instructional aides and paraprofessionals implementing instructional and behavioral programs, as appropriate.
- Coordinate special education services and participate in multidisciplinary team meetings to support comprehensive student planning.
- Support secondary students with transition planning, including vocational training, community-based instruction, and preparation for postsecondary life.
- Maintain accurate documentation, student records, and compliance with state and federal special education requirements.
- Establish and maintain positive, professional relationships with students, families, school staff, and community partners.

EDUCATION AND EXPERIENCE

Required:

- Valid California Education Specialist Credential, Extensive Support Needs issued by the California Commission on Teacher Credentialing (CTC) **OR** Moderate/Severe
- Crisis Prevention Institute De-escalation Training within the past two years (or willingness to obtain)

Preferred:

- Master's degree
- Experience working with students with moderate to severe disabilities
- Willingness to obtain Bridge authorization if applicable

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

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Education Specialist - Mild/Moderate JOB DESCRIPTION

Summary of Position: This position works with pupils whose needs have been identified in, or are being considered for, an individualized education program (IEP). This position is supervised by the Director of Student Services and works directly with school site administrators, general education teachers, and other student services team members.

KNOWLEDGE AND ABILITIES: The Education Specialist demonstrates knowledge of special education laws, inclusive instructional practices, and evidence-based strategies for supporting students with mild to moderate disabilities. The educator applies principles of differentiated instruction, social-emotional learning, and positive behavior supports to promote student access, engagement, and growth. This role requires strong oral, written, and interpersonal communication skills; the ability to collaborate effectively with students, families, general and special education staff, and multidisciplinary teams; and proficiency in special education data systems and instructional technology. The Education Specialist values diversity, equity, and inclusion; maintains confidentiality and professionalism in accordance with state and federal requirements; and demonstrates flexibility, teamwork, and a commitment to involving all stakeholders in student success.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Providing specially designed instruction to access grade-level California Content Standards in the Least Restrictive Environment
- Providing instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills
- Providing consultation, resource information, and materials to parents and general education staff members.
- Coordinating special education services with parents, general education staff/teachers, school administrators, and other resource providers (school psychologist, speech and language

pathologist, community service providers, etc.). This can include both in-person and remote technologies (e.g., Google Classroom, Zoom, etc.)

- Monitoring pupil progress regularly and participating in the review and revision of individualized education programs as appropriate.
- Assessing pupil performance in meeting academic or functional goals identified in the pupil's IEP. The assessment process may include both formal and informal assessments to evaluate special education eligibility, educational instruction needs and strengths in order to set accommodations, modifications, and instructional decisions.
- Providing career and vocational development planning and preparation for adult life (at the secondary school level).
- Preparing IEPs.
- Establish and maintain positive relationships with district and county personnel, parents/guardians, students, and community members.

EDUCATION AND EXPERIENCE

Required:

- Valid California Special Education Credential – Mild to Moderate Support Needs issued by the California Commission on Teacher Credentialing (CTC) **OR** Mild/Moderate with Autism and CLAD authorizations

Preferred:

- Master's degree from a regionally accredited institution.
- Willingness to obtain a Bridge authorization if Credential is Mild/Moderate or before.

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

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Board Certified Behavior Analyst (BCBA)

JOB DESCRIPTION

Summary of Position: Under the supervision of the Director of Student Services, this position requires mastery of skills for improving student success in school. The BCBA will work with other staff, including school psychologists, counselors, general education teachers, and educational specialists, to integrate current best practices, research, and laws into meeting the behavioral needs of general and special education students. Behavioral supports will be provided as part of a multi-tiered system of supports (MTSS) and collaboration and communication will be key.

KNOWLEDGE AND ABILITIES:

The position requires the ability to modify or adapt systems or programs in order to meet ongoing instructional, technological, and procedural changes. This position includes the ability to develop both short and long term goals and metrics for analysis of results. Significant knowledge of legal requirements and work with local and state agencies are essential components. Ongoing communication and collaboration with leadership at school sites, county and SELPA administration, and outside agencies is required, as well as collaboration with stakeholders in design and implementation of identified goals and objectives. Knowledge of MTSS frameworks, early intervention practices, and pre-referral decision making models, including the use of data to inform instructional and behavioral supports.

EXAMPLES OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Collaborate with teachers, administrators, related service providers, and families to support student behavioral and academic success within an MTSS framework.
- Conduct behavioral assessments (including FBAs) and use data to develop, implement, and monitor behavior intervention plans and related IEP goals.
- Provide consultation, coaching, and modeling for staff on evidence-based behavior strategies, classroom management, and data collection.

- Participate in IEP, 504, manifestation determination, and other student support meetings; complete required behavioral reports and IEP documentation in a timely manner.
- Support crisis prevention and intervention planning, including development of behavior support and safety plans.
- Observe students and learning environments to evaluate the effectiveness of behavioral supports and recommend adjustments.
- Provide or coordinate social skills instruction and support staff in generalizing and maintaining skills.
- Support transitions for students returning from restrictive placements, suspensions, or hospitalizations.
- Ensure behavioral services comply with applicable state and federal special education regulations.
- Provide training and professional development to school staff related to behavior supports and intervention programs.
- Maintain professional competence through ongoing training and adherence to ethical and professional standards.
- Provides supervision, training, and mentorship to RBTs and Instructional Aides as needed.

EDUCATION AND EXPERIENCE

Required:

- Current California Board-Certified Behavior Analyst (BCBA) certificate or other licensing and experience demonstrating the ability to assess, evaluate, plan, and carry out treatment plans for students.

Preferred:

- Master's Degree in psychology, education, social work, or related field from a regionally accredited institution
- Two years of experience desired, providing behavioral supports for children while working with educational agencies, school districts, colleges, and/or the community
- Previous experience in program evaluation, collaboration, training staff, and data collection;
- Work experience designing educational programs for students with autism, emotional disturbance, or qualifying conditions;

Physical Demands:

- Frequent: Sitting, Walking, Standing
- Occasional: Lifting and Carrying
- Infrequent: Pushing and Pulling
- Maximum Weights: Lift 25 lbs/Carry 25 lbs

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position. This position is classified as exempt and is not eligible for overtime compensation in accordance with applicable state and federal laws.

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Forest Charter School	
Certificated Speech and Language Pathologist	
Salary Schedule 2026-27	
Step	Salary
1	\$80,698
2	\$82,715
3	\$84,783
4	\$86,903
5	\$90,379
6	\$92,639
7	\$94,954
8	\$97,328
9	\$99,762
10	\$103,253
11	\$105,835
12	\$108,480
13	\$111,192
14	\$113,972
15-17	\$116,822
18-19	\$118,574
20	\$119,760
185 Days	

Classified Exempt Salary Schedule

2026-2027

	<u>Classified Exempt Staff</u>									
Range/Step	1	2	3	4	5	6	7	8	9	10
A	61.29	63.19	65.16	67.16	69.25	71.31	73.38	75.46	77.56	79.62
B	39.73	41.35	43.39	45.59	50.26	52.76	55.41	58.18	61.09	64.14
C	34.82	36.56	38.39	40.31	42.33	44.43	46.67	49.01	51.45	55.37

Last reviewed March, 2025

<u>Job Classifications</u>	205 Workdays + 11 Holidays + 10 Vacation Days
A	Business Director
B	Fiscal Manager
C	Technology Director

Comments

- 1 1 FTE is defined as 226 paid days @ 8 hours per day
- 2 Employees are benefit eligible at .75 FTE
- 3 Full time employees earn 12 sick days per year
- 4 Full time employees receive 11 paid holidays per year
- 5 Initial placement is at the Executive Director's discretion
- 6 Salary steps reflect one full year of employment at FCS.

Health Benefit Cap	
Employee	\$9,000)
Employee + Child	\$10,000)
Employee + Spouse	\$10,000)
Employee + Family	\$14,500)

Board Approvals/Revisions

2024-25 - Board approved 2% annual increase

2025-26 - Board approved benefit cap increase, and changes in sick and vacation, and Range C, Step 10 increase

2025-26 - Board approved 3% retro COLA

Charter Council Approved: 11/4/2025

Effective: 7/1/2025

Forest Charter School	
BCBA, OT, Nurse Salary Schedule	
2026-2027	
Step	Salary
1	\$80,558
2	\$83,378
3	\$86,296
4	\$89,316
5	\$92,442
6	\$94,291
7	\$96,177
8	\$98,581
9	\$101,046
10	\$104,582
11	\$106,151
12	\$106,151
13	\$109,866
14	\$112,064
15	\$112,624
185 Contract Days	

Classified Hourly Salary Schedule

2026-2027

Classified Support Staff

Range/Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
B	27.19	28.62	30.12	31.73	33.39	35.16	36.89	38.75	40.70	42.73	44.86	47.11	49.47	51.94	54.53
C	26.26	27.66	29.02	30.49	32.01	33.61	35.30	37.05	38.91	40.86	42.90	45.04	47.31	49.67	52.15
C	24.25	25.52	26.88	27.24	29.78	31.35	33.00	34.65	36.37	38.20	40.11	42.11	44.22	46.43	48.74
D	22.26	23.42	24.68	25.89	27.19	28.55	29.97	31.48	33.05	34.71	36.45	38.28	40.18	42.20	44.30
E	22.01	22.56	23.12	23.70	24.29	24.90	25.52	26.16	26.81	27.48	28.17	28.87	29.59	30.33	31.09
F	20.21	20.72	21.23	21.76	22.31	22.87	23.44	24.02	24.62	25.24	25.87	26.52	27.18	27.86	28.56
G	18.40	18.86	19.33	19.81	20.31	20.82	21.34	21.87	22.42	22.98	23.55	24.14	24.75	25.36	26.00

Recommend salary schedule be reviewed every 2 -3 years for market comparison and budget sustainability

Last reviewed January 2026

Job Classifications

- 207 Workdays + 11 Holidays + 12 Vacation = 230 paid days
- B** Attendance/Payroll Specialist; Administrative Business Assistant
- C** Resource Facilitator
- D** Administrative Assistant; Enrollment Coordinator
- E** Resource Library Assistant
- F** Custodian
- G** IT Help Desk Assistant, Office Support

Comments

- 1 FTE is defined as 230 paid days @ 7.5 hours per day
- 2 Employees are benefit eligible at .75 FTE
- 3 Full time employees earn 14 sick days per year
- 4 Full time employees receive 11 paid holidays per year
- 5 Full time employees receive 12 paid vacation days per year to be paid in July
See Employee Handbook for more detail.
- 7 Initial placement is at the Executive Director's discretion
- 9 Salary steps reflect one full year of employment at FCS.

Health Benefit Cap	
Employee	\$9,000
Employee + Child	\$10,000
Employee + Spouse	\$10,000
Employee + Family	\$14,500

Board Approvals/Revisions

2006/2007 - Board Approved 5/16/06

2007/08 - Board revised: 5% COLA

2008/09 - Board revised: Benefit cap increase to \$6500

2009/10 - No COLA or Step increase

2010/11 - No COLA or Step increase

2011/12 - No COLA or Step increase

2012/13 - Board revised: 3% increase

2013/14 - Board revised: two step increase/ Benefit cap increase to \$7000/Life Ins. Available to all emp/Vision & Dental included under cap/7.5 hour workday/Board approved COLA increase of 1.56%

2014/15 - Board approved the addition of 5 steps totaling 15 steps/COLA increase of .85%; Benefit cap increase to \$7500; 3/18/14.

2014/15 - Board approved 10 vacation days to be paid in July only; 5/27/14

2015/16 - Board approved COLA increase of 1.02%; May 26, 2015

2015/16 - Board approved COLA increase of 1.02%; May 26, 2015

2015/16 - Board approved 16/17 salary schedule. No COLA or Health Cap increase; March 15, 2016

2016/2017 - Board approved 5% raise effective July 1, 2016

2017/18 - Board approved corrections to Health Benefit cap. 1/16/18

2017/2018 - Board approved 2.5% COLA increase; Revised Job Classifications. 4/17/18

2018/2019 - Removed job classification 'H'; added "A1" as exempt position

2019-20 - Board approved 3% annual increase. 10-15-19

2020-2021 - Board approved 2% annual increast 4/21/2020

2021-2022 Board approved 3% increase and benefit cap increase

2022-2023 - Board approved 6% annual increase and benefit cap increase

2023-24 - Board approved a new schedule line (A), assigned schedule F, and add one additional vacation day to be taken in July (beginning 24/25)

2024-25 - Board approved 2% annual increase

2025-26 - Board approved benefits cap increase, changes in sick and vacation

2025-26 - Board approved 3% retro COLA

Charter Council Approved: 11/4/2025

Forest Charter School
Classified Aide Salary Schedule - Hourly

2026-2027

Classified Support Staff

Range/Step	1	2	3	4	5	6	7	8	9	10
A	19.25	20.21	21.22	22.27	23.39	24.57	25.80	27.10	28.44	29.00
B	19.54	20.51	21.54	22.60	23.74	24.94	26.19	27.51	28.87	29.44
C	21.49	22.56	23.69	24.86	26.11	27.43	28.81	30.26	31.75	32.38

Job Classifications

A	Instructional Aide
B	Special Education Aide
C	Registered Behavior Technician

Additional \$1/hour for toileting duty (for Instructional Aide)

Additional \$1.50/hour for Health Aide

Board Approvals/Revisions

Approved: 8/28/14

Approved: 5/26/15

Approved: 4/19/16

Approved: 8/23/16

Approved: 9/20/16

Approved: 8/22/17

Approved: 4/17/18 2.5% annual increase

Approved: 10/15/19 3% annual increase

Approved: 3% increase

Approved 6% increase

Approved 6% increase

Approved: \$1/hour addition to approved toileting duty

Approved: 2% annual increase

Approved: 4/8/2025

Revised Approved: 1/13/2026

Effective: 7/1/2025

Forest Charter School
Certified Occupational Therapy Assistant and
Speech and Language Pathology Assistant
2026-2027

Step	Hourly
1	\$26.45
2	\$27.51
3	\$28.61
4	\$29.75
5	\$30.94
6	\$32.18
7	\$33.47
8	\$34.81
9	\$36.20
10	\$38.01
11	\$39.91
12	\$41.90
13	\$44.00
14	\$46.20
15	\$48.51

175 Days

Forest Charter School Certificated Salary Schedule - Annual 2026-2027

<i>Supervising Teacher (ST)</i>	
Step A	\$ 53,909.17
Step 1	\$ 61,861.80
Step 2	\$ 63,099.04
Step 3	\$ 64,361.01
Step 4	\$ 65,648.23
Step 5	\$ 68,750.37
Step 6	\$ 71,500.21
Step 7	\$ 74,002.72
Step 8	\$ 76,596.12
Step 9	\$ 79,273.55
Step 10	\$ 82,048.13
Step 11	\$ 85,206.82
Step 12	\$ 88,373.73
Step 13	\$ 91,581.51
Step 14	\$ 94,789.30
Step 15	\$ 97,997.06
Step 16	\$ 97,997.06
Step 17	\$ 97,997.06
Step 18	\$ 99,280.71
Step 19	\$ 99,280.71
Step 20	\$ 100,564.36
<i>**23-25 Students = 1.0 FTE</i>	
<i>—18 Students = Benefits</i>	

<i>Supervising Teacher/K-8 Co-op</i>	
Step A	\$ 53,909.17
Step 1	\$ 61,861.80
Step 2	\$ 63,099.04
Step 3	\$ 64,361.01
Step 4	\$ 65,648.23
Step 5	\$ 68,750.37
Step 6	\$ 71,500.21
Step 7	\$ 74,002.72
Step 8	\$ 76,596.12
Step 9	\$ 79,273.55
Step 10	\$ 82,048.13
Step 11	\$ 85,206.82
Step 12	\$ 88,373.73
Step 13	\$ 91,581.51
Step 14	\$ 94,789.30
Step 15	\$ 97,997.06
Step 16	\$ 97,997.06
Step 17	\$ 97,997.06
Step 18	\$ 99,280.71
Step 19	\$ 99,280.71
Step 20	\$ 100,564.36
<i>**18-22 Students = 1.0 FTE</i>	
<i>—14 Students = Benefits</i>	

Additions To Salary Steps

Master's Stipend \$1,000

College and Career Data Specialist Hourly Rate is based on Credentialed Salary Schedule

Recommend salary schedule be reviewed every 2 -3 years for market comparison and budget sustainability

Last reviewed January, 2026

Comments

1. Full-time **contract** = 185 days (175 students days + 10 Contract Days)
2. ~~ST's are paid on a "per student" or "annual" employment agreement. See Employee Handbook for more details.~~
3. ~~Full-time annual salary is identified above. FGS does not guarantee an ST will reach, or remain at, full time status if placed on a "per student" employment agreement. Fewer than a 1.0 FTE will impact STRS credit and salary.~~
2. Full-time ST's earn 10 sick leave days per school year; ~~this is pro-rated for part time.~~ See Employee Handbook for more details.
3. ~~Part-time salaries shall be pro-rated based on FTE~~
3. ST's do not receive vacation or holiday pay
4. Salary steps reflect one full school year with FCS
5. Initial salary placement is at Executive Director's discretion
6. ST's are Health Benefit eligible at .75 FTE with the following Annual Caps:

Employee	\$9,000
Employee + Child	\$10,000
Employee + Spouse	\$10,000
Employee + Family	\$14,500
7. Anything above the Cap is an employee out-of-pocket expense
8. Dental & Vision are voluntary and are not covered under the Cap

Board Approvals/Revisions

2006/07 - Board Approved 5/16/06

2007/08 - Board revised: 5% COLA

2008/09 - Board revised: Benefit cap increase to \$6500; ES Salary Schedule 08/09 - Provide "range" compensation rather than "per student" compensation; 4/22/08

2008/09 - ES Salary Schedule 08/09 revised to return to "per student" compensation; 12/9/09
2009/10 - No COLA or Step increase
2010/11 - No COLA or Step increase
2011/12 - No COLA or Step increase
2012/13 - Board revised: 3% increase
2013/14 - Board revised: two step increase/ Benefit cap increase to \$7000/Life Ins. Available to all emp/Vision & Dental included under cap; Board approved COLA increase of 1.56%
2014/15 - Board approved COLA increase of .85%; Benefit cap increase to \$7500; 3/18/14.
2015/16 - Board approved COLA increase of 1.02%; 5/26/15
2015/16 - Board approved 16/17 salary schedule. No COLA or Health Cap increase; 3/15/16
2016/17 - /Board approved 5% annual increase effective July 1, 2016
2016/17 - Board approved additional 5 steps. Increase Masters stipend to \$1000 annual. 4/18/17
2017/18 - Board approved corrections to Health Benefit cap. 1/16/18
2017/18 - Board approved 2.5% annual increase. 4/17/18
2019-20 - Board approved 3% annual increase 10-15-19
2021-2022 Board approved 3% annual increase and increase to benefit cap
2022-2023 - Board approved 6% annual increase and increase to benefit cap 4/19/22
2023-2024 - Board approved 6% annual increase

2024-2025 - Board approved changes to step 1 and 2 4/16/24

2025-2026 - Board approved benefit cap increase, addition of Step A, and minimum wage adjustment.

2025-26 - Board approved 3% retro COLA

Charter Council Approved: 11/4/2025

Effective: July 1, 2025

Forest Charter School
School Psychologist Salary Schedule
2026-2027

Step	Salary
1	\$90,558
2	\$92,369
3	\$94,678
4	\$97,045
5	\$99,471
6	\$101,958
7	\$104,507
8	\$107,120
9	\$108,727
10	\$110,357
11	\$112,565
12	\$114,816
13	\$115,288
14	\$118,170
15	\$121,124

190 Days

Assistant Administrator and Lead Psychologist add 10% to step 15 (2026-2027 School Year Only)

Forest Charter School

Mental Health Counselor and School Counselor Salary Schedule 2026-2027

Step	Salary
A	\$61,000
1	\$76,250
2	\$77,775
3	\$79,331
4	\$80,917
5	\$82,535
6	\$84,186
7	\$85,870
8	\$88,875
9	\$90,653
10	\$92,466
11	\$94,315
12	\$96,202
13	\$98,126
14	\$100,579
15	\$103,093

185 Days

FOREST CHARTER SCHOOL
Annual Administrative Salary Schedule
2026-2027

Range			
Step	A	B	C
1	\$ 128,718.26	\$ 104,648.48	\$ 109,880.90
2	\$ 133,386.88	\$ 107,884.56	\$ 113,278.78
3	\$ 138,223.69	\$ 111,223.34	\$ 116,784.51
4	\$ 143,237.64	\$ 114,663.53	\$ 120,396.71
5	\$ 148,432.57	\$ 118,208.99	\$ 124,119.44
6	\$ 153,816.21	\$ 121,757.00	\$ 127,844.85
7	\$ 159,394.97	\$ 125,303.72	\$ 131,568.91
8	\$ 165,176.54	\$ 128,850.46	\$ 135,292.98
9	\$ 171,167.35	\$ 132,397.19	\$ 139,017.05
10	\$ 177,373.80	\$ 135,943.93	\$ 142,741.12

Job Classification	
Credentialed	
A	Executive Director (204 Days)
B	Assistant Director/Academic Dean (199 Days)
C	Director of Student Services (204 Days)

Recommend salary schedule be reviewed every 2 -3 years for market comparison and budget sustainability

Last reviewed January, 2026

Health Benefit eligible at .75 FTE with the following Annual Caps:

Employee	\$9,000
Employee + Child	\$10,000
Employee + Spouse	\$10,000
Employee + Family	\$14,500

Anything above the Cap is an employee out-of-pocket expense

Dental & Vision are voluntary and are not covered under the Cap

Board Approvals/Revisions

2006/2007 - Board Approved 5/16/06

2007/08 - Board revised: 3% COLA

2008/09 - Board revised: Benefit cap increase to \$6500

2009/10 - No COLA or Step increase

2010/11 - No COLA or Step increase

2011/12 - No COLA or Step increase

2012/13 - Board revised: 3% increase

2013/14 - Board revised: two step increase/ Benefit cap increase to \$7000/Dental & Vision under cap/life ins. Avail to all emp

2014/15 - Board approved moving Business Director to Adm Salary Schedule, classification "B"; Revised Adm salary schedule to reflect 15 steps. Steps 11 - 15 = 3% of Step 10; Revised adm salary schedule to reflect 10 steps total, removing steps 1-5. 3/18/14

2014/15 - Board approved two step increase/Benefit Cap increase to \$7500. 3/18/14

2015/16 - Board approved COLA increase of 1.02% May 26, 2015

2015/16 - Board approved 16/17 salary schedule. No COLA or Health Cap increase; March 15, 2016

2016/17 - Board approved 5% annual increase effective 7/1/16;

2016/17 - Board approved increase/restructure in Range A effective 7/1/17

2017/18 - Board approved corrections to Health Benefit cap. 1/16/18

2017/18 - Board approved 2.5% annual increase. 4/17/18

2019/20 - Board approved 3% annual increase. 10/15/19. Effective 7/1/19

2021/22 - Board approved 3% increase to be effective 7/1/2021

2022/23 - Board approved 6% annual increase and benefit cap increase

2023/24 - Board approved 6% annual increase

2024/25 - Board approved 2% annual increase

2025/26 - Board approved benefits cap increase

2025-26 - Board approved 3% retro COLA

Charter Council Approved: 11/4/2025

Effective: 7/1/2025



2025

Forest Charter School

Comprehensive School

Safety Plan

Charter Council Approved February 11, 2025

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Table of Contents

Basic Plan

Purpose/ Scope	1
Situation Overview/Hazard Analysis Summary	3
Planning Assumptions & Limitations	17
Concept of Operations	18
Organization & Assignment of Responsibilities	20
Direction, Control and Coordination	22
Communications	33
Administration, Finance and Logistics	
Plan Development, Maintenance and Distribution	34

Functional Annexes

School Climate	36
Continuity of Operations (COOP) Procedures	39
Recovery: Psychological Healing Procedures	43

Hazard- and Threat-Specific Annexes

Natural Hazards: Flood	46
Technological Hazards: Chemical	48
Earthquake	52
Fire	56
Wildfire/Firestorm	58
Human-Caused Hazards: Intruder/Lockdown	59
Human-Caused Hazards: Active Shooter	60

References	63
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Appendix

Appendix A	Emergency Phone Numbers
Appendix B	Emergency Actions
Appendix C	Evacuation Maps
Appendix D	Reunification Site Info
Appendix E	Utility Shut-Off Maps
Appendix F	First Aid Kit/ Safety Maps
Appendix G	2023-24 Forest Charter School Safe Reopening Plan
Appendix H	Signature Pages

Signatures are collected through an online form and will be included in the plan once they have been completed.

Signature Pages

Included In Appendix H

Forest Charter School

Peter Sagebiel - Executive Director
Meshawn Simmons - Business Director
Dawn Anthney - Academic Dean
BJ Hatcher - Assistant Director
Janice Eggers - Assistant Director
Christine Sween - Assistant Director

Outside Agency Review

Nevada City Police Department
Nevada City Fire Department
Foresthill Fire Department
Placer County Sheriff (Foresthill/Auburn)
Auburn Fire Department
Truckee Police
Truckee Fire Department

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INTRODUCTION

A. Purpose of the Plan

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

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at FCS. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the FCS School Safety Planning Committee and the FCS Collaborative Safety Committee in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey. Local law enforcement has been consulted (Ed. Code 39294.1) and participates on the collaborative safety team. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. FCS schedules in-service training for faculty, staff, and students. School sites conduct earthquake, fire, and intruder drills as required by California education codes.

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

B. Scope of the Plan

The FCS School Safety Plan outlines the expectations of staff/faculty, and students; roles and responsibilities; direction and control systems; internal and external communications

Comprehensive School Safety Plan FCS 2025

plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

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

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

2. School Board Policy Statement

The FCS Comprehensive School Safety Plan operates within the framework of the approved FCS School Board policies. Policies are available upon request and can be found on the FCS website at

<https://www.forestcharter.com/resources-library/>

Mandated Policies and Procedures

The FCS School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan includes the following components (school site policies and procedures in reference to Ed Code 35294.2 available upon request):

- Child abuse reporting consistent with Penal Code 11164 (Online training conducted through FCS)
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

- A sexual harassment policy pursuant to Education Code 212.6 (Online training conducted through FCS)
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school: all visitors must sign in at the front office.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

C. Situation Overview/Hazard Analysis Summary

1. Office Population

A. The FCS main office is located on the Nevada City Campus at 470 Searls Avenue, Nevada City, California. The main office building is two stories, but is built on a hill and therefore has a “ground level” entrance for each level. At the time of this writing, there are 13 office/admin employees on this campus with all but four employees housed in the main office building. Several itinerant workers may use open offices at various times. In addition, One office staff member is housed at the Truckee Learning Center and one at the Foresthill and Auburn Learning Center.

2. School Population – Since Forest Charter School is a non-classroom based school, teachers and students are not always on campus.

A. **Nevada City Learning Center (NCLC)** is located at 470 Searls Avenue, Nevada City, California. At the time of this writing, the NCLC serves approximately 460 students in grades K-12 and 23 Supervising Teachers as well as the main office which includes three full time administrators, an administrator who is there three days per week, a college advisor and 8 office personnel. In addition, several instructors teach as part of our high school classes and/or our K-8 enrichment program.

B. **Truckee Learning Center (TLC)** is located at 10725 Pioneer Trail, Truckee, California in a two-story building. At the time of this writing, the TLC serves approximately 180 students in grades K-12 and 9 Supervising Teachers as well as a full-time administrator, an additional administrator who is there two days per week,

and a full-time admin assistant. In addition, several instructors teach as part of our high school classes and/or our K-8 enrichment program.

- C. **Foresthill Learning Center (FHLC)** is located at 23221 Forest Hill Road, Foresthill, CA in a one-story main building and three portable classrooms. The FHLC operates three days per week (Monday, Tuesday, Thursday). At the time of this writing, the FHLC serves approximately 88 students in grades K-8 (although some 9-12 students come to the FHLC for meetings/services) and 6 Supervising Teachers as well as an administrator and an office assistant for the three days the learning center is open. In addition, several instructors teach as part of our K-8 enrichment program.
- D. **Auburn Learning Center (ALC)** is located at 11952 Masters Court, Auburn, California in a one-story office. Unlike the other learning centers, the ALC is a small office used as a meeting space for teachers and families. At the time of this writing, the ALC serves approximately 67 students in grades K-12 and 6 Supervising Teachers. Since this is only a meeting space, there is an administrator on campus only two days per week.

Special Needs Population

FCS is committed to the safe evacuation and transport of students and staff with special needs on each school site. The special needs population includes students/staff with:

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

Operations Plan

2. Building Information

- A. **Nevada City Learning Center (NCLC)** is located at 470 Searls Avenue, Nevada City, California. There is approximately 19,607 square feet of space. The campus consists of a two-story main office (with ground level entrances for each level), a multi-purpose room, 13 individual rooms (classrooms, resources, computer lab) mostly broken into two-room pods. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the Appendix.

- B. **Truckee Learning Center (TLC)** is located at 10725 Pioneer Trail, Truckee, California in a two-story building. There is approximately 7460 square feet of space. The building consists of 10 classrooms, an office, a teacher workroom, and storage areas. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the Appendix.
- C. **Foresthill Learning Center (FHLC)** is located at 23221 Foresthill Road, Foresthill, CA in a one-story main building and three portable classrooms. There is approximately 1200 square feet of space. The campus consists of a one-story main building and 3 individual rooms. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the Appendix.
- D. **Auburn Learning Center (ALC)** is located at 11952 Masters Court, Auburn, California in a one-story office. There is approximately 2100 square feet of space. The campus consists of a one-story main building and 11 individual rooms. A map of the buildings annotated with evacuation routes, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in the Appendix.

Hazard Analysis Summary

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

Forest Charter School recognizes that school sites and outlying areas are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. The Local Hazard Mitigation Update Plan of Nevada County 2017 serves as a tool for assessing potential hazards affecting school sites. NCSOS utilizes the FEMA training and template E/L 361

and G364: Multi-hazard Emergency Planning for Schools and the Local Hazard Mitigation Plan (LHMP of Nevada County to help develop this Comprehensive School Safety Plan.

Mitigation Assessment

Forest Charter School has multiple locations within two counties (Placer and Nevada County). There are two campuses in Nevada County, and two campuses in Placer County: one Foresthill and one in Auburn. When considering Hazard assessment and mitigation, the Local Plans of both counties are considered.

A full description of all noted hazards and vulnerabilities is available at [Nevada-County-LHMP-Update-Complete-PDF \(mynevadacounty.com\)](https://www.nevadacounty.ca.gov/files/2017/06/Nevada-County-LHMP-Update-Complete-PDF-mynevadacounty.com) in the Local Hazards and Mitigation Update Plan and <https://www.placer.ca.gov/1381/Local-Hazard-Mitigation-Plan>. For school site purposes, this safety plan will focus on the top priorities. Covid-19 continues to be an evolving situation. Covid Prevention Plans are found in the appendix.

According to the Local Hazard Mitigation Update Plan of Nevada County 2017, circumstances in the school or near school sites that may present unique problems or potential risk to people or property rank wildfire as a high risk. The interior and exterior portions of all school buildings and school grounds have been assessed for additional potential hazards that may impact the site, staff, and visitors. Identified hazards have been assessed by risk and likelihood and ranked accordingly. FCS collaborates with Nevada County Office of Emergency Services and local fire departments for mitigation assessment.

The following is a review of mitigation assessments from the 2017 Local Mitigation Hazard Plan Update of Nevada County:

This Plan Update was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 (Public Law 106-390) and the implementing regulations set forth by the Interim Final Rule published in the Federal Register on February 26, 2002, (44 CFR §201.6) and finalized on October 31, 2007. (Hereafter, these requirements and regulations will be referred to collectively as the Disaster Mitigation Act (DMA or DMA 2000.) While the act emphasized the need for mitigation plans and more coordinated mitigation planning and implementation efforts, the regulations established the requirements that local hazard mitigation plans must meet in order for a local jurisdiction to be eligible for certain federal disaster assistance and hazard mitigation funding under the Robert T. Stafford Disaster Relief and Emergency Act (Public Law 93-288). This planning effort also follows FEMA's 2013 Plan Preparation Guidance. Because the Nevada County Planning Area is subject to many kinds of hazards, access to these programs is vital.

Information in this plan will be used to help guide and coordinate mitigation activities and decisions for local land use policy in the future. Proactive mitigation planning will help reduce the cost of disaster response and recovery to communities and their residents by protecting critical community facilities, reducing liability exposure, and minimizing overall community impacts and disruptions. The Planning Area has been affected by hazards in the past and is thus committed to reducing future impacts from hazard events and maintaining eligibility for mitigation-related federal funding.

Highlights of new information and analyses contained in this Plan Update includes the following: (Please see the full plan at www.mynevadacounty.com)

- Multiple new hazards were added – including climate change, drought and water shortage, levee failure, extreme heat, extreme cold, snow, and freeze.
- Multiple hazards from the previous plan were dropped, due to their lack of planning significance in the County. This includes human health hazard, pandemic flu, and airborne hazards.
- More detailed discussion of vulnerability to the County from agricultural hazards was included.
- Climate change has been addressed as a stand-alone hazard as well as within the hazard profiles of each identified hazard to assist the County in considering climate change issues when identifying future mitigation actions for the Planning Area.
- New dam data provided by Cal OES was used for the Dam inventory and analysis. This data included an updated hazard classification for identified dams.
- The drought hazard was added and included water shortage impacts to the County, to better align with the State of California Hazard Mitigation Plan and to reflect the significant issues related to drought conditions resulting from the current and ongoing drought within the County and State of California.
- More detailed GIS analysis was performed for earthquake, including a Hazus earthquake simulation to show risk to the County from earthquake.
- More detailed GIS analysis was performed for the flooding hazard for both 100- and 500-year floods, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- More detailed GIS analysis was performed for landslides and debris flows, including values at risk, critical facilities at risk, population at risk, future development, and general community impacts.
- An entire rework of the risk assessment for each identified hazard. This included reworking the hazard profile and adding new hazard event occurrences; redoing the entire vulnerability analysis to add items identified below and updating the vulnerability assessment based on more recent hazard data as well as using the most current parcel and assessor data for the existing built environment.
- Utilizing updated critical facility GIS mapping for the Planning Area to provide an updated inventory of critical facilities by jurisdiction and a GIS analysis of critical facilities to mapped hazards.

- An enhanced vulnerability assessment which added a GIS analysis of updated future development areas in the Planning Area and specific to each of the mapped hazards.
- Incorporation and analysis of the new 2010 Census data was utilized for this LHMP update.
- Also, as required by current FEMA planning guidance, an analysis of each jurisdictions' ongoing and continued compliance with the NFIP was included in this LHMP Update. 2

Priority list based on likelihood of occurrence:

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

A full description of all noted hazards and vulnerabilities is available at www.mynevadacounty.com in the Local Hazards and Mitigation Update Plan of 2017. For school site purposes, this safety plan will focus on the top priorities.

Hazard/Problem Description: Wildfire

California is recognized as one of the most fire-prone and consequently fire-adapted landscapes in the world. The combination of complex terrain, Mediterranean climate, and productive natural plant communities, along with ample natural and aboriginal ignition sources, has created conditions for extensive wildfires. Wildland fire is an ongoing concern for the Nevada County Planning Area. Generally, the fire season extends from early spring through late fall of each year during the hotter, dryer months. Fire conditions arise from a combination of high temperatures, low moisture content in the air and fuel, an accumulation of vegetation, and high winds.

Potential losses from wildfire include human life, structures and other improvements, natural and cultural resources, quality and quantity of water supplies, cropland, timber, and recreational opportunities. Significant economic losses can also result. Smoke and air pollution from wildfires can be a severe health hazard. In addition, catastrophic wildfire can create favorable conditions for other hazards such as flooding, landslides, and erosion during the rainy season.

Wildland Urban Interface

Throughout California, communities are increasingly concerned about wildfire safety as increased development in the foothills and mountain areas and subsequent fire control practices have affected the natural cycle of the ecosystem. While wildfire risk is predominantly associated with wildland urban interface (WUI) areas, significant wildfires can also occur in heavily populated areas. The wildland urban interface is a general term that applies to development adjacent to landscapes that support wildland fire. The WUI defines the community development into the foothills and mountainous areas of California. The WUI describes those communities that are mixed in with grass, brush and timbered covered lands (wildland). These are areas where wildland fire once burned only vegetation but now burns homes as well. The WUI for Nevada County is shown in Figure 4-59. The WUI for Nevada County consists of communities at risk (shown in Table 4-83 in Section 4.2.17) as well as the area around the communities that pose a fire threat.

There are two types of WUI environments. The first is the true urban interface where development abruptly meets wildland. The second WUI environment is referred to as the wildland urban intermix. Wildland urban intermix communities are rural, low density communities where homes are intermixed in wildland areas. Wildland urban intermix communities are difficult to defend because they are sprawling communities over a large geographical area with wild fuels throughout. This profile makes access, structure protection, and fire control difficult as fire can freely run through the community.

WUI fires are the most damaging. WUI fires occur where the natural and urban development intersect. Even relatively small acreage fires may result in disastrous damages. WUI fires occur where the natural forested landscape and urban-built environment meet or intermix. The damages are primarily reported as damage to infrastructure, built environment, loss of socio-economic values and injuries to people.

The pattern of increased damages is directly related to increased urban spread into historical forested areas that have wildfire as part of the natural ecosystem. Many WUI fire areas have long histories of wildland fires that burned only vegetation in the past. However, with new development, a wildland fire following a historical pattern now burns developed areas. WUI fires can occur where there is a distinct boundary between the built and natural areas or where development or infrastructure has encroached or is intermixed in the natural area. WUI fires may include fires that occur in remote areas that have critical infrastructure easements through them, including electrical transmission towers, railroads, water reservoirs, communications relay sites or other infrastructure assets. Human impact on wildland areas has made it much more difficult to protect life and property during a wildland fire. This home construction has created a new fuel load within the wildland and shifted firefighting tactics to life safety and structure protection.

Factors contributing to the wildfire risk in Nevada County include:

- Overstocked forests, severely overgrown vegetation, and lack of defensible space around structures;
- Excessive vegetation along roadsides and hanging over roads, fire engine access, and evacuation routes;
- Drought and overstocked forests with increased beetle infestation or kill in weakened and stressed trees;
- Narrow and often one-lane and/or dead-end roads complicating evacuation and emergency response as well as the many subdivisions that have only one means of ingress/egress;
- Inadequate or missing street signs on private roads and house address signs; ➤ Nature and frequency of lightning ignitions; and
- Increasing population density leading to more ignitions.

Risk Assessment

The HMPC conducted a risk assessment that identified and profiled hazards that pose a risk to the County and participating jurisdictions, assessed the vulnerability of the planning area to these hazards, and examined the existing capabilities to mitigate them.

The County is vulnerable to numerous hazards that are identified, profiled, and analyzed in this plan. Floods, earthquakes, drought, liquefaction, landslides, wildfires, and other severe weather events are among the hazards that can have a significant impact on the County. Table ES-2 details the hazards identified for the County LHMP.

For additional information on emergency management for Placer County, please refer to: Placer County 2021 Local Hazard Mitigation Plan update: [Placer-County-LHMP-Update-Complete \(ca.gov\)](#). Forest Charter School Learning Centers located in Placer County include: Foresthill Learning Center located at 23221 Foresthill Road, Foresthill, CA 95631 and Auburn Learning Center located at 11952 Masters Court, Auburn CA 95603. These learning centers would receive support and resources from the Placer County Office of Emergency Services ([About OES | Placer County, CA](#)), Placer County Sheriff's Office, California Highway Patrol, local fire districts and law enforcement agencies (depending on learning center location).

Comprehensive School Safety Plan
FCS 2025

Hazard	Geographic Extent	Probability of Future Occurrences	Magnitude/Severity	Significance	Climate Change Influence
Ag Hazards: Severe Weather/Insect Pests	Significant	Highly Likely	Critical	High	High
Avalanche	Limited	Highly likely	Negligible	Low	Low
Climate Change	Extensive	Likely	Critical	Medium	High
Dam Failure	Significant	Occasional	Catastrophic	High	Low
Drought and Water Shortage	Extensive	Likely/ Occasional	Critical	Medium	Low
Earthquake	Extensive	Unlikely	Critical	Medium	Low
Flood: 100/500-year	Extensive	Occasional/Unlikely	Critical	High	Medium
Flood: Localized/Stormwater	Significant	Highly Likely	Limited	Medium	Medium
Hazardous Materials Transportation (interstates, railroads, pipelines)	Limited	Likely	Limited	Medium	Low
Landslide, Debris & Mud Flows	Significant	Likely	Critical	Medium	Low
Levee Failure	Limited	Unlikely	Limited	Low	Low
Severe Weather: Extreme Cold, Snow, and Freeze	Significant	Highly Likely	Limited	Medium	Medium
Severe Weather: Extreme Heat	Significant	Likely	Critical	Medium	Medium
Severe Weather: Heavy Rains and Storms (wind/tornado/hail, lightning)	Significant	Highly Likely	Critical	Medium	High
Subsidence	Significant	Likely	Negligible	Medium	Medium
Volcano	Significant	Unlikely	Limited	Low	Low
Wildfire (smoke, tree mortality, conflagration)	Extensive	Highly Likely	Catastrophic	High	High

Geographic Extent

Limited: Less than 10% of planning area

Significant: 10-50% of planning area

Extensive: 50-100% of planning area

Probability of Future Occurrences

Highly Likely: Near 100% chance of occurrence in next year, or happens every year.

Likely: Between 10 and 100% chance of occurrence in next year, or has a recurrence interval of 10 years or less.

Occasional: Between 1 and 10% chance of occurrence in the next year, or has a recurrence interval of 11 to 100 years.

Unlikely: Less than 1% chance of occurrence in next 100 years, or has a recurrence interval of greater than every 100 years.

Magnitude/Severity

Catastrophic—More than 50 percent of property severely damaged; shutdown of facilities for more than 30 days; and/or multiple deaths

Critical—25-50 percent of property severely damaged; shutdown of facilities for at least two weeks; and/or injuries and/or illnesses result in permanent disability

Limited—10-25 percent of property severely damaged; shutdown of facilities for more than a week; and/or injuries/illnesses treatable do not result in permanent disability

Negligible—Less than 10 percent of property severely damaged, shutdown of facilities and services for less than 24 hours; and/or injuries/illnesses treatable with first aid

Significance

Low: minimal potential impact

Medium: moderate potential impact

High: widespread potential impact

Climate Change Impact:

Low: Climate change is not likely to increase the probability of this hazard.

Medium: Climate change is likely to increase the probability of this hazard.

High: Climate change is very likely to increase the probability of this hazard.

Identified High –Priority Hazards

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

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

	Routes 20, 49, 89, 174, and 267 are areas of concern, as are the Union Pacific railroad tracks, which roughly parallel I-80. In addition, the underground pipelines which provide natural gas to various parts of Nevada County and the Underground Hydrocarbon pipeline, which runs adjacent to the Union Pacific railway tracks. Illegitimate businesses, such as clandestine drug laboratories, are a significant threat to human health, property, and the environment. In many instances, the residue is discharged into a public sewer or private sewage disposal system, or is dumped in remote areas of the county or along the side of the road, posing a serious health threat to the unsuspecting person who stumbles across it” (Mitigation Plan 2011, p. 34).
Earthquake	The western half of Nevada County is in the lowest Earthquake Shaking Potential for California. It is likely that the region will be impacted by future seismic activity and with the exception of the far eastern edge of the County; the magnitude of the incident is not likely to be severe. Lake of the Pines is the primary community developed in the 8-10% peak ground acceleration zone of Nevada County. Developed primarily since the 1960's, Lake of the Pines would not be expected to suffer significant damage during a normal earthquake event for this area. Grass Valley, Nevada City, Penn Valley, Cedar Ridge, Lake Wildwood, Rough and Ready, and North San Juan are the communities primarily in the 10-15% peak ground acceleration zone. Of these communities, Grass Valley, North San Juan, Rough and Ready and Nevada City are those, which have structures of unreinforced masonry buildings in their older neighborhoods and commercial districts. While possible, it is not expected that normal seismic activity in this area would result in significant damage. (Mitigation Plan 2011, p.28).
Human Health Hazards	“The impact to human health that wildlife, and more notably, insects, can have upon an area is substantial. The feared avian flu pandemic initially predicted in 2006 and again in later years would be expected to have serious consequences to human health and economics worldwide. Nevada County due to its relatively dispersed population may be impacted differently than the states' major urban areas and their compacted human population. West Nile Virus Nevada County recognizes the potential for WNV to occur within the County and has initiated a public outreach campaign and a limited

	control program. The Nevada West Nile Virus task force has managed the risk of WNV through focused efforts at reducing the mosquito population and educating the public. Pandemic Flu Every few decades an influenza outbreak occurs with a virus that is particularly virulent and contagious resulting in national or even international concerns for human health and welfare. The influenza virus is particularly dangerous to the very young and old, people with a suppressed immune response or have a susceptibility to respiratory disease from a pre-existing condition(s). Key improvements to Nevada County's infrastructure and communication channels have been deemed confidential however the results of these efforts can be seen in improved epidemiological surveillance capabilities, more efficacious responses to anomalies and aberrations in both the healthcare and educational systems, and improved communication between public entities, with healthcare providers, and to the public at large” (Mitigation Plan 2011, p.34) Opioid Overdose In accordance with SB 10, staff have been trained to recognize a drug overdose and have been trained to use Narcan if necessary. Narcan is available at each learning center as part of the first aid kit.
Intruder	While a hostile intruder incident has never occurred at any FCS facility, like any educational institution, it is vulnerable to intruders.
Terrorism	FCS and other public institutions are vulnerable to terrorist activity.

Vulnerabilities

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

Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. FCS fosters preparedness at all levels and serves as a resource to the school districts in Nevada County. Examples of preparedness actions include: maintaining this plan, conducting training, planning and implementation of drills and exercises. Forest Charter School’s Executive Director and other learning center administrators maintain a cooperative and collaborative relationship with local law enforcement, fire, and emergency medical services.

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

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. FCS has worked to

reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. Compliance with requirements for defensible space is completed on each school campus. Ingress/Egress plans are in place at each site to ensure the safety of staff, students, and visitors.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. FCS and the schools that fall under its jurisdiction were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, existing requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Regular fire inspections and recommendations are conducted at FCS. Fire drills, in compliance with the California education code, are conducted at school sites utilizing evacuation routes and practiced with staff and students. Visits to school sites are conducted annually, by the Director of School Safety and representatives from local fire services, to discuss wildfire preparedness and protocol.

D. Planning Assumptions and Limitations

1. Planning Assumptions

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

- The community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning. Code Red serves as the county emergency notification system. Education is in place to inform community members of the process for registration. Drills using the system occur during the school year to encompass that population group (students and staff)
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of FCS affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the offices may have to rely on its own resources to be self-sustaining for up to 72 hours. Education and training is conducted throughout the school year on disaster preparedness including Go-Bags.
- There may be a number of injuries of varying degrees of seriousness to students, staff, and visitors. Rapid and appropriate response will reduce the number and severity of injuries. There are staff members on each site that are trained in CPR, First Aid.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the staff to be prepared to carry out the initial incident response until responders arrive at the incident scene. Training is conducted to provide compliance in CPR and First Aid.
- Proper prevention and mitigation actions, such as creating a positive office environment, Continuity of Operations plans, fire inspections and drills will prevent or reduce incident-related losses.

- Maintaining the School Safety Plan and providing frequent opportunities for stakeholders (staff, students, board members, first responders, etc.) to exercise the plan can improve FCS readiness to respond to incidents.
- A spirit of volunteerism among employees will result in their willingness to provide assistance and support to incident management efforts. School staff recognize their role as Disaster Service Workers.

2. Limitations

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

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, FCS participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

FCS recognizes that staff will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. FCS works with local government agencies to remain NIMS compliant.

NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. FCS will make every effort to promote ICS 100 training on school sites.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. FCS will make every effort to promote IS-700 training on school sites.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. School sites are charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

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

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

C. Initial Response

Support personnel and teachers are usually first on the scene of an incident. As Disaster Service Workers, staff members are expected to take charge and manage the incident until

it is resolved or **command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility.** Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

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

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

The Executive Director and other administrators are not able to manage all the aspects associated with an incident without assistance. The office and school site Administrators rely on other personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. All school sites follow their site specific/incident specific appendix to the comprehensive school safety plan.

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

A. Executive Director

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

Incident Commander

The Incident Commander responsibilities include:

Comprehensive School Safety Plan
FCS 2025

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

B. Teachers on school sites

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

Responsibilities include:

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

C. Instructional Assistants on school sites

Responsibilities include assisting teachers as directed.

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

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

Responsibilities may include:

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

E. County Health Coordinator/Health Assistants

Responsibilities include:

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

F. Custodians/Maintenance Personnel

Responsibilities include:

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

G. Office Staff on school sites

Responsibilities include:

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

H. Visitors at FCS or school sites

Responsibilities include:

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

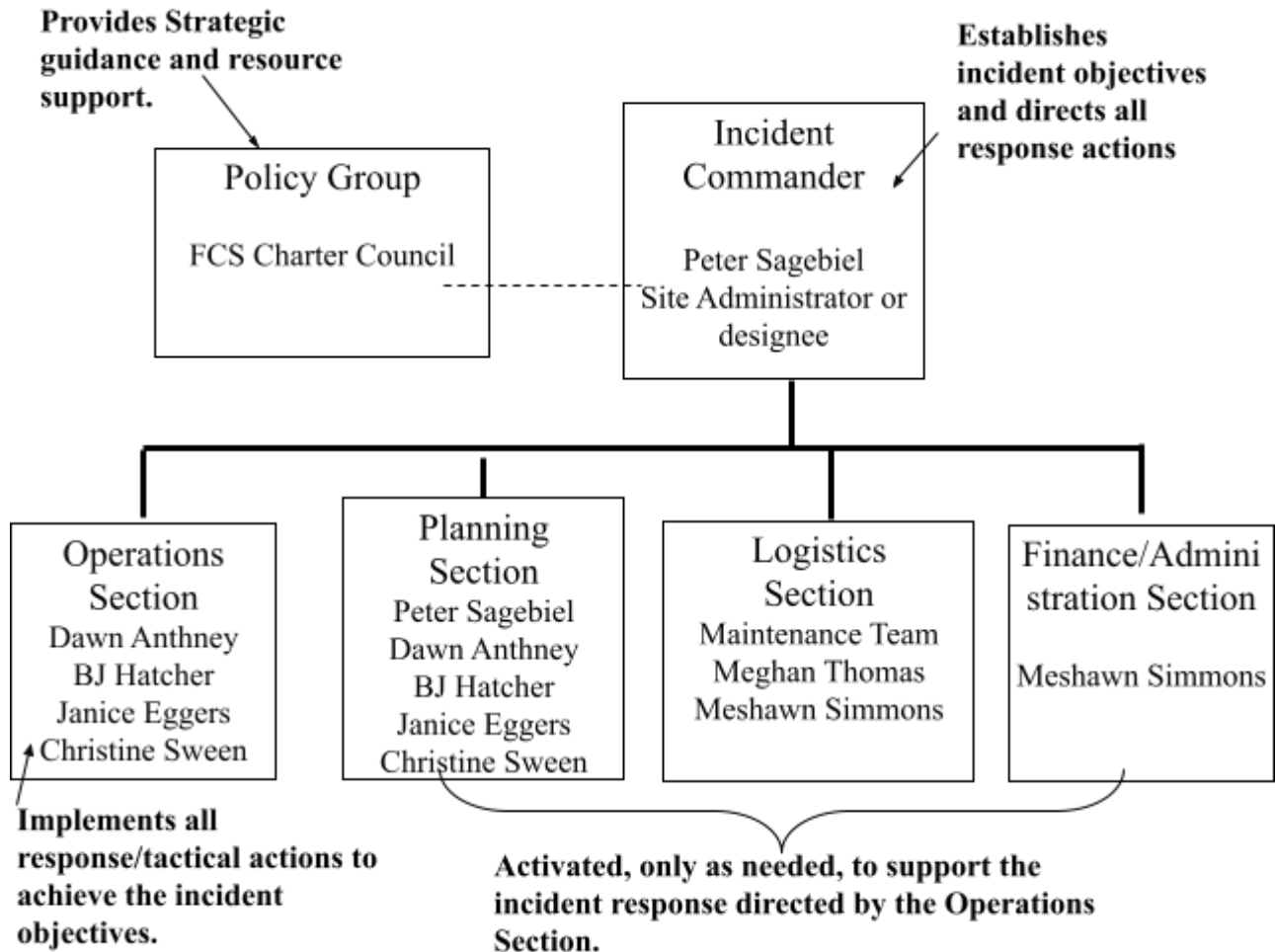
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Incident Management Team



The ICS is organized into the following functional areas:

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

Office/School-related responsibilities and duties include:

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

Specific responsibilities include:

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

In the event that systems are overwhelmed and staff is needed to assist, additional teams may be activated. As needed, the types of Strike Teams described in the following table may be established within the Operations Section. **FCS staff may be assigned to specific sites to assist in operations.**

Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: - Identifying and marking unsafe areas. - Conducting initial damage assessment. - Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for: - Setting up first aid area for students. - Assessing and treating injuries. - Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • Accounting for the whereabouts of all students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	The Facility & Security Response Team is responsible for: Locating all utilities and turning them off, if necessary. Securing and isolating fire/HazMat. Assessing and notifying officials of fire/HazMat. Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for: Assessing need for onsite mental health support. Determining need for outside agency assistance. Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: Setting up secure reunion area. Checking student emergency cards for authorized releases. Completing release logs. • Coordinating with the Public Information Officer on external messages.

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

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
 - Document all activities.
4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee the communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
 - Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
 - Document all activities.
5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for staff, submitting documentation for reimbursement at local, state and federal level, and recovering school records following an incident.

Additional duties may include:

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

This section may not be established onsite at the incident. Rather, FCS Business offices may assume responsibility for these functions.

B. Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the FCS offices or designated location. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.

Comprehensive School Safety Plan FCS 2025

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

1. Community Emergency Operations Plan (EOP)

FCS maintains a site-specific Comprehensive School Safety Plan Annex to address hazards and incidents. Direction in large-scale events is in cooperation with Nevada County Office of Emergency Services, local law enforcement, emergency medical services and fire services personnel.

2. Coordination with First Responders

An important component of the FCS Comprehensive School Safety Plan is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and FCS. Regular communication, collaboration, drills, and exercises maintain an active working relationship.

Various agencies and services include county governmental agencies such as public health, mental health, behavioral health, law enforcement and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting if an incident or traumatic event is taking place in the community. School staff fall under the role of Disaster Services Workers (DSW) and can be activated as needed by Nevada County Office of Emergency Services. **If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders.** A transfer of command briefing shall occur. FCS Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

FCS will use their own site and/or school resources and equipment to respond to incidents until incident response personnel arrive.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines FCS communications plan and supports its mission to provide clear, effective internal and

external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff

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

- Parent Square is a phone system available to make all calls to programmed staff, schools, and parents.
- Text messages may be sent to cell phones; as well an all call may be sent to cell phone numbers.
- Emails may be sent to staff as an effective communication tool.
- Intercom communication may be used to communicate quickly with staff/students at a particular learning center.
- Walkie talkies are available at each Learning Center in each room.
- Telephone Tree: If other means of communication are not available a telephone tree is a simple, widely used system for notifying staff of an incident when they are not at the office. The tree originates with the superintendent, director or principal, who contacts the members of the staff.

2. Communication with specific school sites

- Site specific staff will communicate with the FCS office who will notify others as appropriate. Forms of communication may include:
 - Land-line phone communication to main office and learning centers
 - Cell phone call directly to Superintendent/Associate Superintendent/Principals or Directors
 - Text
 - Email
 - Fax

B. External Communications

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

1. Communication with Parents

Comprehensive School Safety Plan FCS 2025

Before an incident occurs, FCS will:

- Develop a relationship with school site administrators so that they trust and know how to access alerts and incident information.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Inform the community of the school site relationships with NCSOS.

In the event of an incident, FCS will:

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

After an incident, FCS and/or designee will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

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

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the school site principal and Policy Group.

All FCS employees are to refer all requests for information and questions to the designated spokesperson (generally the Executive Director) or Joint Information Center (if established).

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

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible.

To combat rumors, FCS will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, and secretaries. These people are primary sources of

information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, FCS will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

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

5. Communication After an Incident (Recovery Process)

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

The staff/school site teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.

- Provide detailed facilities data to the site-specific District Offices so that it can estimate temporary space reallocation needs and strategies. NCSOS will serve as a resource to assist with any needs.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- School sites will advise the District and County Office of recovery status.

School sites will:

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

C. Communication Tools

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

- Standard telephone - landline
- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site. The use of text messaging is the most effective form of communication when systems are overwhelmed.
- Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and megaphones: A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school, to District and County Offices, and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the District and County offices. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- Fax machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated.
- Alarm systems on school sites: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.
- Runners—hand-carried notes may be used for communication as need dictates.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, FCS will request assistance from local emergency services, and other agencies. All requests will be approved by the Business Offices at FCS and County levels. FCS will follow all requirements of local, state and federal funding requirements for disaster relief.

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

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

2. Incident Costs

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

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

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

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

Comprehensive School Safety Plan FCS 2025

FCS or designee is responsible for the overall maintenance and revision of the School Safety Plan. Site specific/incident specific response planning, coordination of training, exercising, and drills are the responsibility of the Director or designee at each school site.

The FCS safety committee is responsible for approving and promulgating the Comprehensive School Safety Plan. Community fire, law enforcement, and emergency managers' suggestions for improvement will be considered.

A. Approval and Dissemination of the Plan

The FCS safety committee will approve and disseminate the Comprehensive School Safety Plan following these steps:

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

1. Record of Changes

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

- Christine Espedal, NCSOS Director of School Safety made updates to Comprehensive School Safety Plan
- Updates to include Nevada County Hazard and Mitigation Plan, GETS, WPS, Shelter in Place (Wildfire) were made January 2020.
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in January 2020
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in January 2021
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in January 2022
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in SB November 2022: Opioid Response (SB 10), Shelter in place location for a forest fire, use of intercom to alert campus of active intruder, and additional strategies to create a positive school climate. - (see under "Identified High-Priority Hazards - Human Health Hazards")
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in November 2023:
 - AB 452: Added information about how we promote safe firearm storage
 - SB 906: Process for reporting homicidal threats and perceived threats to law enforcement
 - SB 671: FCS process to addresses our response to violent, dangerous, or unlawful activities on campus and at related school events
 - SB 323: FCS articulated that safety accommodations are in place for students with disabilities

Comprehensive School Safety Plan FCS 2025

- Peter Sagebiel Made updates to the CSSP that are specific to Forest Charter in November 2024
- Peter Sagebiel made updates to the CSSP that are specific to Forest Charter in November 2025:
 - AB 1639: Sudden Cardiac Arrest - FCS addressed the requirement for CPR training for coaches of varsity and club sports.
 - Regarding SB 962 (Use of smartphones during an emergency) - Added language to address the use of cell phones during an emergency.
 - SB 153 (Instructional Continuity Plan) - ICP information has been added to the CSSP and includes a link to the full, board approved plan.
 - SB 98 (SAFE Act Notification Procedures Plan) - Protocols are in place to inform families if immigration enforcement is on campus.
 - SB 848 - Procedures for preventing sexual abuse and ensuring child safety.
 - AB 1858 - The safety team meets annually to discuss how to make drills trauma informed and age appropriate.
 - AB 2887 - FCS ensures that there is sufficient training and equipment available at each campus to support some suffering from cardiac arrest.
 -

2. Record of Distribution

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

B. Plan Review and Updates

The Comprehensive School Safety Plan will be reviewed annually by the FCS Safety Committee. Compliance with education code Section 32286 requires, “each school shall adopt its comprehensive school safety plan by March 1, of 2000, and shall review and update this plan by March 1 every year thereafter.”

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

C. Training and Exercising the Plan

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

FCS School Safety Plan training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the Comprehensive School Safety Plan and annexes.
- First aid, AED, EpiPen and CPR training offered for selected staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Volunteer participation in two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Website. **Schools receiving federal funds are required to complete these two courses.** FCS Admin team has completed this training.)

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted in compliance with California Education Code. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

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

VIII. AUTHORITIES AND REFERENCES

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

- California Senate Bill 187 (Chapter 736, Hughes, Statutes of 1997) requires all California schools to develop and implement comprehensive Safe School Plans. (Education Code Section 35294.2). *Education Code* Section 35294.6(a) requires that the plan be reviewed and updated annually by March 1.
- California Education Code 33031 requires that school principals formulate and submit to the district superintendent for approval a civil defense and emergency preparedness plan for that school. Plans must be tested two times during the school year.
- California Government Code Title 1, Division 4, Chapter 8, section 3100 deems public workers to be disaster service workers subject to such disaster services activities as may be assigned to them, and that school districts have a responsibility to be prepared as possible to meet emergencies.

- Because all schools are integral components of every community and its government, it is recommended that all schools— regardless of whether or not they are recipients of Federal preparedness funding — implement NIMS. The Standardized Emergency Management System mandates the use of the National Incident Management System and the use of the Incident Command System (ICS) for managing all disaster/crisis situations.
- Education Code 32282 (a) states: The comprehensive school safety plan shall include, but not be limited to, both of the following:
 1. Assessing the current status of school crime committed on school campuses at school-related functions.
 2. Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety.

VIV. Climate

I. PURPOSE

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

II. SCOPE

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

III. CORE FUNCTIONS

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

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

A. Assessment of school climate

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

- 1) Assessing the current status of school crime committed on school campuses at school-related functions.

- 2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

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

- As a measure of school climate the California Healthy Kids Survey (CHKS) is conducted. School climate index is measured and reviewed annually.
- Regular student surveys to determine school climate status
- Attend and/or review notes from the monthly Community Agencies United for Safe Schools and Safe Streets (CAUSSSS) meetings to allow continued collaboration and cooperation with law enforcement, probation, school sites principals, mental health agencies, SARB and school district representatives.
- School Climate data collected from stakeholders during the LCAP development
- Conduct and analyze annual staff, family, and student surveys that include safety/climate reviews
- Review relevant discipline data (e.g. suspension/expulsion rates)
- Goals for improved school climate are a vital component of annual school improvement efforts, including those identified as part of the Local Control and Accountability Plan (LCAP).

B. Implementation and action for positive school climate:

- Effective counseling and wellness services are available to all students (psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for student support).
- Intervention, threat assessments, and referrals are in place on school sites.
- Student Helpline on the school website allows students to anonymously tell the admin if there are safety/climate issues to be addressed
- Staff is regularly trained in CPR and First Aid
- Small community-building events to build staff relationships
- Refer resources to parents for bullying prevention and suicide prevention.
- SMART team referrals are in place to meet the needs of at-risk students and/or families.
- FCS works together with families in the county through PARTNERS: People and Resources Together; a Network of Education, Recreation and Support. Family Resource Centers offer parenting classes and workshops, community resources and referrals, child development information, after-school enrichment, and parent/child classes and activities.
- Suicide Prevention Policy – details training for staff and parents as well as emergency procedures, supporting students, and postvention.
- Bullying/Cyberbullying Prevention:
 - Middle school and high school students must take a health course that addresses bullying and cyberbullying.
 - Website resources

- Staff training
- Staff training on human trafficking, suicide prevention, and bully prevention. Various resources are available on the FCS website on a “Health and Safety Corner” page(<https://www.forestcharter.com/resources-library/>)
- Health curriculum in 7th and 9th grade has units on human trafficking, suicide prevention, and bully prevention.
- Nevada County Mental Health Services works collaboratively with school sites to create a positive environment and support anti-stigma mental health and prevention strategies.
- Career Advisory (a high school graduation requirement) has a unit on relationships and wellness. (This unit includes relationships and personality, assertiveness and conflict resolution, personality disorders and other mental health issues, and psychological health)
- FCS social-emotional learning team provides ongoing SEL training at staff meetings.
- Mental health team provides additional trainings at staff meetings.

C. Implementation and action for School Safety

- Clear behavior expectations for each learning center. Admin follows up with visits to each class to discuss and dialogue with students about these expectations. Parent and student signatures ensure understanding and acceptance of policies and procedures.
- Student orientation meetings with Supervising Teachers and/or admin to discuss and promote a positive school climate
- Internet use agreements between school sites and students are in place to ensure proper and safe use of internet services.
- Professional development activities are promoted for all school personnel to include training on the implementation of the school site plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues.
- Access to school sites are appropriately restricted and monitored.
- School Character Values are posted in all rooms.
- In accordance with AB 452, FCS promotes the importance and the legal requirement for parents and guardians to safely store any firearms so that children do not have access to them. This information is promoted in the newsletter and in the family handbook provided to each year and to all new families when they enroll in Forest Charter.
- In accordance with SB 906, Forest Charter school will report any homicidal threats or perceived threats as defined in law to law enforcement so they can conduct an immediate investigation and threat assessment.
- In accordance with SB 671, FCS has processes in place to respond to violent, dangerous, or unlawful activities or threats on campus and at related school events that includes a threat assessment team that will

conduct a threat assessment. This team consists of our mental health team, school psychologists, and/or the administrative team. Depending on the outcome of the assessment and/or if the level of the original threat (i.e. if it is a direct threat to the school or students), FCS will notify law enforcement for support.

- In accordance with SB 323 FCS has safety accommodations in place for students with disabilities (i.e. IEPs and 504s). Plans are designed based on the specific needs of each student. The FCS campuses are equipped with appropriate accessibility paths of travel as well as equipment to assist students with disabilities during a safety event (e.g. a carrying device to assist students who are not ambulatory from the second floor in Truckee during a fire)
- Regarding AB 1639 (Cardiac Emergency Response) - FCS does not have varsity or club sports teams, however, a group of staff at each learning center are regularly trained in CPR & first aid.
- SB 153 (Instructional Continuity Plan) - Added a link to our ICP. The full ICP is part of our appendix.
- Regarding SB 962 (Use of smartphones during an emergency) - FCS does not restrict the use of smartphones during an emergency.
- In accordance with SB 98 the FCS administrators have been trained that if immigration enforcement is on campus to notify families of their presence as soon as possible. In the event that the administrators are actively dealing with student safety, this responsibility can be passed off to another staff member.
- In accordance with SB 848 - Staff/student boundary policies and abuse prevention supervision. Additionally, regular training is in place to ensure staff are prepared to support student safety.
- In accordance with Ab 1858 Forest Charter works to hold safety drills that are trauma informed and age appropriate. The safety team meets annually to discuss how to make drills trauma informed and age appropriate. When more specific guidance is available, FCS will review their drills to ensure compliance.
- In accordance with AB 2887 FCS requires CPR/First Aid training for all admin and additional staff at each learning center. Additionally, FCS ensures that AEDs and PPE equipment are available at each campus to support some suffering from cardiac arrest.

Functional Annexes

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

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

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

- Common procedures, and
- Specialized procedures.

All functional annexes address:

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

II. SCOPE

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

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

III. RESPONSIBILITIES

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

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

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

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

To implement the COOP procedures:

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

IV. PROCEDURES

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

A. Activation and Relocation

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

Alert, Notification, and Implementation Process

Staff members will be part of the communication system used to notify employees of COOP procedure activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

B. Relocation Sites (Instructional Continuity Plan)

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

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

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

In accordance with SB 153, FCS has developed a comprehensive Instructional Continuity Plan. Our full Instructional Continuity Plan can be found in or appendix or by clicking on the following link: [FCS Instructional Continuity Plan](#)

E. Interoperable Communications/Backup Sites

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

With a longer term and/or more comprehensive incapacity of the building, temporary housing would be established while a relocation site is secured.

F. Vital Records and Retention File

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

G. Human Capital Management

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

H. Reconstitution

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

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

I. RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

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

II. SCOPE

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

IV. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- Staff members will be offered tips on how to recognize signs of trauma.
- Mental health experts from the Nevada County or Placer County Crisis Counseling team will be available to offer expertise and help.

V. SPECIALIZED PROCEDURES

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

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

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

B. Hospital/Funeral Arrangements

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

C. Post-Incident Procedures

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

Hazard- and Threat-Specific Annexes

The hazard- and threat-specific annexes:

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

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

SITE COMPREHENSIVE SAFETY PLAN

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared.

NATURAL HAZARDS: FLOOD

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

I. SCOPE

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

II. CORE FUNCTIONS

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

A. Operational Functions/Procedures That May Be Activated

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

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

NOTE: Shelter in Place and Lockdown are terminology used by both Law Enforcement and Fire Services.

- There is a specific response to a Wildfire **Shelter in Place**
- **Shelter in Place** for a toxic exposure
- **Lockdown (depending on incident, sometimes referred to Shelter in Place)**
- Active Shooter Response - A tone will be identified and practiced to alert staff and students in the event of an Active Shooter. Information via the school public address (PA) system and email will follow.

B. Activating the Safety Plan

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

1. Incident Commander Actions

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

2. Incident Management Team and Section Chiefs Actions

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

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs. Durham Student Services has verbally agreed to assist as needed in the event of a disaster to safely evacuate students from school sites.
- Account for all staff.
- Remain together as a staff throughout the evacuation process.

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

4. Bus Driver Actions for school sites

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

TECHNOLOGICAL HAZARDS: CHEMICAL

I. PURPOSE

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

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

A. Operational Functions/Procedures That May Be Activated

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

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

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

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

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

B. Activating the plan for an External Spill

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

1. Incident Commander Actions

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

- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

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

3. Staff Actions

- Move staff away from immediate vicinity of danger.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Report any missing or injured staff to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate staff to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

A. Activating the safety plan for an Internal Chemical Spill

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

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

1. Person Discovering the Spill

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

2. Incident Commander Actions

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

3. Incident Management Team and Section Chiefs Actions

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

4. Staff Actions

- Move staff away from the immediate vicinity of danger.

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

EARTHQUAKE

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of an earthquake.

A. Operational Functions/Procedures That May Be Activated

A drop, cover and hold procedure is recommended as “best practice” in the event of an earthquake. “Drop, cover, and hold procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

Protective measures and mitigating efforts are to be taken before, during, and following an earthquake. A program to ensure that the students, certificated and classified staff is aware of and properly trained in the earthquake emergency procedure system. (Code of Regulations, Section 35297)

B. Activating the plan for an Earthquake

The Executive Director will determine the need to activate the safety plan and designate a temporary Incident Commander until a qualified first responder arrives at the scene and gives additional instructions.

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.

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

2. Incident Management Team and Section Chiefs Actions

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

3. Staff Actions

Tremors and shaking of the earth are the signals of an earthquake and there are usually no warnings; therefore, teachers should initiate immediate action. **Do not** wait for a P.A. announcement.

- a. Teachers should instruct their students to **DUCK AND COVER and HOLD** using desks and chairs to protect themselves from falling objects. Building walls tend to fall outward; therefore, utilize the protection of inner walls, hallways and doorways. Keep away from glass walls, windows and skylights.
- b. Be sure to open classroom doors to prevent them from becoming jammed.

- c. After the earthquake tremors subside, the principal will either order an evacuation of the buildings using the established fire drill signals and procedures or will direct everyone to resume the regular school routine.

If the school is to be evacuated, the established fire/leave the building evacuation procedures include the following elements:

1. When the fire drill bell sounds, please have your class move out of our classroom in a quiet and orderly fashion down the corridor to the nearest exit in the direction indicated by the “Building Evacuation” map posted in your classroom.
2. Make sure **EVERY** student leaves your room and is exiting the building in the proper direction and toward the designated class assembly area.
3. Please take your roll book.
4. Follow your class to ensure that none of your students remain inside the building.
5. When you and your class have exited the building, please gather your students in an area well away from the building. At this time, take roll. Please fill out the Emergency Preparedness Teacher/Staff Report Form.
6. Please keep your class outside of the building until a verbal “all clear” is given indicating that it is safe to return to your class. If it has been determined that it is not safe to return to class, you are then asked to escort your class to the nearest open area and supervise them until they are released to a family member or are delivered home by school personnel.

DROP, COVER AND HOLD

Indoors:

DROP: Take cover under a nearby desk or table, positioning as much of the body as possible under cover.

COVER: Clasp both hands behind the neck, bury your face in your arms, make your body as small as possible, close eyes and cover ears with forearms.

HOLD: Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

DROP: Take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on and protecting the eyes with the arm.

If there are no tables or chairs nearby (Or not enough):

DROP: Take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “Drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

DROP: Take the “drop” position alongside the walls. Try to avoid earthquake hazards such as unsecured lockers, trophy cases, etc. Choose the closest safe place.

On the stairs:

DROP: Sit down, hold onto handrail and cover eyes.

Outdoors:

Move away from the buildings, power lines, block walls, and other items, which might fall.

Take the “drop” position or sit down.

Staff/Students in wheelchairs should remain in the chair, lock the brakes, duck head to lap and cover head and neck.

Evacuation: An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Predetermined evacuation areas should be in open areas, without overhead

hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]). Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The Administrator or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

DRILLS: A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

FIRE/WILDFIRE EVACUATION (See appendix B for details)

I. PURPOSE

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

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an impending wildfire.

III. CORE FUNCTIONS

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

A. Operational functions/procedures that may be activated

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

- Evacuation
- Relocation
- Shelter in Place

1. Incident Commander Actions

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

- Be available to deal with the media and bystanders.
- Assist with Parent-Student Reunification if requested

2. Staff Actions

- Assist with ordered evacuation
- Assist with Shelter-in-Place

C. Activating the safety plan for Fire/Wildfire

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

1. Notify 911 and report fire

2. Incident Commander Actions

- Issue stand-by instruction to all office and school site staff
- Determine what procedures should be activated
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to fire.
- Consider all-school site evacuation or Shelter in Place.
- Notify Maintenance to shut off utilities as appropriate.

3. Incident Management Teams and Section Chiefs Actions

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

4. Staff actions

- Execute evacuation and relocation procedures when instructed by the Incident Management Team unless there is a natural or propane gas leak odor. If a natural or propane gas leak or odor is detected, or if danger of fire is imminent, evacuate immediately and notify Superintendent.
- Whenever the fire alarm is sounded, all students, staff, teachers and other employees shall quickly leave the building in an orderly manner. Administration or designee shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers

shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

DRILLS: Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Shelter-in-Place (Wildfire)

Shelter-in-Place responds to the threat of a fast-moving firestorm or wildfire. In the event that evacuation is impossible, Protective Actions are implemented as a response to an imminent hazard to protect students, staff, and all other personnel in and around the school from the potential consequences of the pending threat. In the event that the local power company (PG&E) calls a Public Safety Power Shut-Off (PSPS), Forest Charter School will notify staff and students/families in advance of the PSPS to enable them to plan based on their individual situation. In the event of a firestorm where an evacuation is not possible, and the decision has been made for students and staff to shelter in place, firefighters may defend the space dependent on fire conditions and resource availability.

1. Notification may come from law enforcement, fire services or administration

2. Shelter-in-Place Procedures:

 Activate the Incident Response Team

- Operations team
 - First Aid
 - Attendance
 - Special needs students
 - Fire suppression
 - Reunification
 - Ingress/egress of doors
- Logistics team
 - Water hoses
 - Fire Extinguishers
 - Flashlights
 - Radio
 - Food
 - Water
 - First aid bags

3. Shelter-in-place locations if evacuation is not possible

- Nevada City - Multi-Purpose Room

- Truckee- First floor of the building
- Foresthill - Main building of the Church (not in the portables)
- Auburn - Inside the main office (there is only one small space in the building)

4. Staff Assignments (know your role)

- Students should NOT leave the campus, parents should NOT attempt to come to the campus. Ingress/egress must be kept clear for first responders.
- Close classroom doors but leave unlocked
- Move all staff and students to designated interior rooms (See above identified locations) for shelter-in-place (Keep classes together with assigned teacher).
- Designated staff should bring updated attendance reports, grab-and-go bag, Automatic External Defibrillators (AEDs), and other equipment to the shelter-in-place location
- Take attendance and report it to the principal/designee.
- Be prepared for power outages
- Monitor students and attempt to keep them calm

5. Administrative Procedures

- Activate Incident Response Team
- Alert district offices and Superintendent of Schools of shelter-in-place status.
- Initiate an all-call to parent/guardians to alert of shelter-in-place status. No visitors, staff, or students should report to campus during a shelter-in-place.
- Initiate an all-call and email of status report to all staff.
- Remain in communication with law enforcement and fire service for frequent updates.
- Keep staff, district offices, Superintendent of Schools and parents informed with updated information.
- Be prepared for reunification protocol
- Keep up to date with injuries, missing students, etc.
- Clear Shelter-in-place when advised by law enforcement. Shelter-in-place may be cleared via PA system.

HUMAN-CAUSED HAZARDS: INTRUDER

I. PURPOSE

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

II. SCOPE

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

III. CORE FUNCTIONS

Staff are trained and encouraged to call 911 and to activate the lock down alarm and/or notify the site via the intercom if they feel threatened or unsafe.

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

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

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

A. Operational Functions/Procedures That May Be Activated

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

- **Alert** the campus - notify those in harm's way of the danger at hand. Use the intercom to alert the campus. Be clear, concise, and accurate with information. Caller should identify themselves, the location, suspect information, type of weapon (if applicable), direction of travel and call back number. Call 911. If you are not in a position to use the intercom, activate the lock-down tone if you can do so safely.
- Implement **Run-Hide-Fight** procedures/training

B. Activating the Safety Plan

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

1. Incident Commander Actions

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

2. Staff Actions

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

HUMAN-CAUSED HAZARDS: ACTIVE SHOOTER

I. PURPOSE

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

II. SCOPE

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

III. CORE FUNCTIONS

Staff are trained and encouraged to call 911 and to activate the lock down alarm if they feel threatened or unsafe.

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

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

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

A. Operational Functions/Procedures That May Be Activated

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

- **Alert** the campus - notify those in harm's way of the danger at hand. Use the intercom to alert the campus. Be clear, concise, and accurate with information. Caller should identify themselves, the location, suspect information, type of weapon (if applicable), direction of travel and call back number. Call 911. If you are not in a position to use the intercom, activate the lock-down tone if you can do so safely..
- Implement **RUN, HIDE, FIGHT** protocol which is taught to staff/students
- Recovery: Psychological Healing

B. Activating the Safety Plan

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

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

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave offices in a calm, courteous, and confident manner.
- Notify law enforcement to assist. Provide a description and location of intruder.

- Keep the subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the superintendent of the status and action taken.
- Be available to deal with the media and bystanders and keep the site clear of visitors.
- Activate psychological healing procedures.
- Update the Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and visitors to enter or leave the building until law enforcement has cleared the building.
- Determine whether offices will be closed or remain open.
- Implement reunification plans
- Document all actions taken.

2. Staff Actions

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

References

Comprehensive School Safety Plan
FCS 2025

- Forest Charter School Board Policies referenced in the Comprehensive School Safety Plan:
 - [Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#)
 - [Suspension and Expulsion Policy](#)
 - [Suicide Prevention Policy](#)
 - These and all FCS policies can be accessed on the FCS website at <https://www.forestcharter.com/resources-library/>
- Local Hazard Mitigation Plan (LHMP) of Nevada County. (2017). Retrieved from: <http://www.mynevadacounty.com>
- Sample School Emergency Plans. EL/361and G364: Multi Hazard Emergency Planning for Schools. (March 2011). Retrieved from <http://www.training.fema.gov>

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Enrollment Policy

Rationale

Forest Charter School ("FCS") is committed to providing a personalized learning experience for all students. Further, FCS wants to be sure that the enrollment process is fair and equitable.

With these considerations in mind, FCS has adopted the following policy:

Admission Requirements

In accordance with Education Code Section 51747.3, students must reside in Nevada County or adjacent counties to be enrolled in FCS. Students must meet the minimum age for admission to a public school and must not exceed the maximum age for public school admission (no older than 22, and once 19, must remain continuously enrolled in a public school, without a break in enrollment since that time, and is making satisfactory progress toward a high school diploma). FCS admits all students who wish to attend subject only to the geographic limitations set forth in Section 51747.3 and the age limitations described above.

FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race or ethnicity, nationality, gender, gender expression, gender identity, sexual orientation, disability, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status.

Open Enrollment Period for Fall applicants and lottery process

- FCS will hold an open enrollment period in January until 5:00 pm on the Thursday before the first public random drawing ("lottery").
- Any subsequent open enrollment periods will run from the end of the previous open enrollment period until 5:00 pm each Thursday.
- The initial lottery will be held on a Friday from March through May. FCS will announce the exact date/time approximately two months before the initial lottery, and will post the initial lottery date/time on its website.
- If new applications for admission are received following the end of the open enrollment period, subsequent lotteries, if needed to determine admission, will be held on a weekly basis on each Friday that school is in session.
- Students wishing to be admitted to FCS must begin by filling out the lottery application form on the FCS website during the open enrollment period. If a family is unable to fill out the online form, they may contact FCS for assistance.

- Students/families must fill out the lottery application during any FCS open enrollment period. In the case that more students wish to be admitted than there is capacity, admission will be determined by lottery. Students who were enrolled in FCS in the previous year and who completely fill out re-enrollment forms on Reg Online are exempt from the lottery, and are guaranteed admission.

Preference in the lottery will be given in the following order:

1. Children or grandchildren of administrators, office staff, special ed staff, supervising teachers and any other learning center employees currently working at FCS and the Nevada County Superintendent of Schools (NCSOS). Full time staff members will receive higher priority than part time. FCS staff will receive higher priority than NCSOS staff.
 2. Siblings of students admitted to or attending FCS
 3. Residents of Nevada County
 4. Residents of the Chicago Park School District
 5. All other applicants
- Once capacity has been reached in the lottery, the remaining applications will be drawn and students will be placed on a waitlist based on the order of the lottery draw and tiered status.

Other Considerations

- In accordance with Education Code Section 51745(c), students who enroll with an existing individualized education program ("IEP"), may not participate in independent study unless the IEP specifically provides for that participation. As a result, it may be necessary for an IEP team meeting to be held. The legal requirement for an IEP meeting will not delay admission.
- Students who are under a current expulsion order from a previous school will require special consideration and may not be admitted.
- Due to FCS serving a large geographic area, capacity may vary each year, based on the capacity of the Supervising Teachers ("ST") serving a given geographic area.
- Students will receive enrollment priority for the Learning Center that serves their primary residence. Applicants who reside within a Learning Center's designated geographic area will be prioritized over applicants who reside outside that area. For example, a student who resides in the Truckee area will receive priority in the Truckee Learning Center lottery over a student who resides in another region.
- Students who are enrolled in a Learning Center, outside of the Learning Center in the geographic area of their primary residence may request a transfer to a different Learning Center at the end of each school year. Requests for transfer will be done through an application available from the front office, and will be determined by a random lottery.
- Twins/multiple birth siblings will be placed in the lottery as one student and will receive the same lottery position. If there is only one spot available, the family will be offered placement for one twin/multiple. If the family declines the offer of placement, the twins/multiples will remain on the waitlist in the same position and the next applicant on the list will be offered the placement. Twins/multiples will not be dropped from the list or dropped to the bottom of the list if they decline a spot unless there are two enrollment spots available at the time of

declining.

Acceptance of Admission and Enrollment Procedures

- After a student has been admitted through the lottery, FCS will contact the family via email. Once contacted by the school, the family has two school days to contact FCS and accept the offer of admission. If FCS does not hear from the family within these two school days, the admission spot will be given to the next student on the waitlist, and the student who was originally contacted will be removed from the waitlist.
- If a family declines admission, the student will be removed from the waitlist.
- Following the acceptance of an offer of admission, the family will have three school days to turn in all the required registration documentation/forms. If all of the documentation/forms are not turned in within three school days, FCS will rescind the offer of admission, remove the student from the waitlist, and contact the next student on the waitlist.
- FCS will make every effort to assist and accommodate parents in compiling registration documentation. FCS complies with all laws regarding homeless and foster youth and will not delay registration in the case of a homeless or foster youth without required registration documentation.

Waitlist

- In order to maintain their spot on the waitlist from year to year, families must register with FCS indicating their continued interest in remaining on the waitlist for the next school year. FCS will send out a form to all families on the waitlist at the beginning of the calendar year and families will have until the last school day in February to return the form. If this form is not returned on time, students will be removed from the waitlist.
- The waitlist may be adjusted if a new applicant meets one of the enumerated lottery preferences (e.g., the child of a staff member) that an applicant on the waitlist does not.
- If a family has applied for more than one Learning Center location, and accepts a spot at one Learning Center, they will be removed from any additional waitlists.



Forest Charter School

DRAFT 2026 - 2027 School Calendar DRAFT

July '26						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '26 (11)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '26 (21)						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26 (17)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26 (17)						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26 (14)						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27 (19)						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '27 (14)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '27 (20)						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '27 (19)						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '27 (20)						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27 (3)						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School Holidays/Breaks:

- September 7 – Labor Day
- October 12-16 – October Break
- November 11 – Veterans Day
- November 25-27 – Thanksgiving Break
- Dec 21 – Jan 1 – Winter Break
- January 18 – MLK Day
- February 12 - 19 – Ski/Skate Week
- March 29 - April 2 – Spring Break
- April 30 - Non-School Day
- May 31 – Memorial Day
- June 4 - High School Graduation Ceremony
- June 19 - Juneteenth

175 Instructional Days

1st Semester 8/17/2026–12/18/2026 (80 days)

2nd Semester 1/4/2027–6/3/2027 (95 days)

First/Last Day of School - 8/17/26 & 6/3/27

Key

Red Number & Shading – Holiday/Break

Green Number & Shading – First/Last day of School

Charter Council Approved: ??/??/2026