

**AGENDA OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS OF
DREAM IT, BE IT INCORPORATED**
(A California Nonprofit Public Benefit Corporation)
1480 Ross Hill Road, Fortuna CA 95540
October 14, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

	Present	Absent
Emily Hobelmann, President	_____	_____
Kyle Shamp, Vice President	_____	_____
Gnesa Kirchman, Treasurer	_____	_____
Sarah Williams, Secretary	_____	_____
Sarah Lourenzo, Board Member	_____	_____
Ryan Richardson, Board Member	_____	_____
Siana Emmons, Board Member	_____	_____

B. ROLL CALL

C. FLAG SALUTE

II. Adjourn to Closed Session

- A. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 Case

III. Return to Open Session

Reportable Actions:

IV. COMMUNICATIONS

A. BOARD REPORT:

This is a presentation of information which has occurred since the previous Board meeting. They do not vote.

B. ORAL COMMUNICATIONS:

Non agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes.

Board members will not respond to presentations and no action can be taken.

However, the Board may give direction to staff following a presentation.

If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

C. STAFF REPORT:

This is a presentation of information which has occurred since the previous Board meeting. The board and staff discuss items of mutual interest.

D. PARENT COUNCIL REPORT:

Parents and stakeholders bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

E. STUDENT COUNCIL REPORT:

Student representatives bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

V. CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board vote.

- A. DIBI September 9 & 23 Minutes
- B. DIBI September Bank Statements
- C. RPC September Warrants

VI. ACTION ITEMS

Public Comment: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes. If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

- A. Review/Approve Board Bylaws
- B. Review/Approve Board Handbook
- C. Review/Approve Updated Safety Plan
- D. Review/Approve November Meeting Date
- E. Review/Approve 1st and 2nd Grade Report Cards

VII Future Business

VIII. Adjournment

**MINUTES OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS OF
DREAM IT, BE IT INCORPORATED**
(A California Nonprofit Public Benefit Corporation)
1480 Ross Hill Road, Fortuna, CA 95540
September 23, 2025, at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

Emily called the meeting to order at 5:34pm

	Present	Absent
Emily Hobelmann, President	<u> x </u>	<u> </u>
Kyle Shamp, Vice President	<u> x </u>	<u> </u>
Gnesa Kirchman, Treasurer	<u> x </u>	<u> </u>
Sarah Williams, Secretary	<u> x </u>	<u> </u>
Sarah Lourenzo, Board Member	<u> x </u>	<u> </u>
Ryan Richardson, Board Member	<u> x </u>	<u> </u>
Siana Emmons, Board Member	<u> </u>	<u> x </u>

B. ROLL CALL

C. FLAG SALUTE

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS:

Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes.

Board members will not respond to presentations, and no action can be taken.

However, the Board may give direction to staff following a presentation.

If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions, and tone of voice.

III. INFORMATION ITEMS

Public Comment: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes. If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

- A. Review/Update Board Handbook
- B. Review/Update Board Bylaws
- C. Strategic Planning
- D. Board Workshop

IV. ACTION ITEMS

Public Comment: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes. If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

A. 2024-2025 AMS Prop 28

Kyle made a motion to approve, Gnesa seconded, all approved

B. October Closed Session

Kyle made a motion to approve, Sarah L. seconded, all approved

V. Closed Session

A. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 Case

VI. Return to Open Session

Return to open session at 7:22 pm

Reportable Actions: Emily reported out that there was no action taken

VII. Future Business

VIII. Adjournment

Emily adjourned the meeting at 7:23 pm.

**MINUTES OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS OF
DREAM IT, BE IT INCORPORATED**
(A California Nonprofit Public Benefit Corporation)
1480 Ross Hill Road, Fortuna CA 95540
September 9, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

Emily called the meeting to order at 5:30pm.

	Present	Absent
Emily Hobelmann, President	x	_____
Kyle Shamp, Vice President	___x___	_____
Gnesa Kirchman, Treasurer	___x___	_____
Sarah Williams, Secretary	___x___	_____
Sarah Lourenzo, Board Member	___x___	_____
Ryan Richardson, Board Member	_____	___x___
Siana Emmons, Board Member	___x___	_____

B. ROLL CALL

C. FLAG SALUTE

II. COMMUNICATIONS

A. BOARD REPORT:

This is a presentation of information which has occurred since the previous Board meeting. They do not vote.

B. ORAL COMMUNICATIONS:

Non agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes.

Board members will not respond to presentations and no action can be taken.

However, the Board may give direction to staff following a presentation.

If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

C. STAFF REPORT:

This is a presentation of information which has occurred since the previous Board meeting. The board and staff discuss items of mutual interest.

D. PARENT COUNCIL REPORT:

Parents and stakeholders bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

E. STUDENT COUNCIL REPORT:

Student representatives bring information to the Board pertaining to the school and participate in open session discussions. They do not vote.

III. INFORMATION- ITEMS FOR REPORT AND DISCUSSION

- A. 2025 CAASPP Results
- B. Universal Design for Learning Presentation

IV. CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board vote.

- A. DIBI August Minutes
- B. DIBI August Bank Statements
- C. RPC August Warrants

Sarah L, motioned to approve, Sarah W, seconded, all approved

V. ACTION ITEMS

Public Comment: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed twenty (20) minutes. If your sentiment has already been expressed by a speaker, please state that you are in agreement instead of restating your opinion. Please be respectful in words, actions and tone of voice.

A. Review/Approve 8th Grade Fundraisers

Gnesa motioned to approve, Kyle seconded, all approved

B. Review/Approve Redwood Capital Bank Signers

Kyle motioned to approve Gnesa Kirchman and remove Diane Garrison as signers for all Dream It, Be It accounts, Sarah L seconded, all approved.

C. Review/Approve 2024-2025 Unaudited Actuals and GANN Limit Resolution

Sarah L motioned to approve, Kyle seconded, all approved

D. Review/Approve 2025-2026 AMS Report Prop 28

Siana motioned to approve, Sarah W seconded, all approved

E. Review/Approve 2025-2026 Family Handbook

Klye motioned to approve not changing the policy, Sarah W seconded, all approved

F. Review/Approve Updated English Learner Policy

Sarah L motioned to approve the policy, Gnesa seconded, all approved

G. Review/Approve 2025-2026 Board Committees

Sarah L motioned to approve, Gnesa seconded, all approved

Emily adjourned the meeting to closed session at 6:34 pm.

VI. Closed Session

- A. Public Employee Performance Evaluation (§ 54957) Title: Director

VII. Return to Open Session

Emily returned the meeting to open session at 7:18pm

Reportable Actions: The board approved the 25/26 directors evaluation

VIII Future Business

IX. Adjournment

Emily adjourned the meeting at 7:20 pm.

Checks Dated 09/01/2025 through 09/30/2025 Filtered

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000288078	09/04/2025	American Express	62-4310	4th Grade Supplies	86.83	
				6th Grade Supplies	76.54	
				ELOP Supplies	48.13	
				Intervention Supplies	61.14	
				KN Class Supplies	309.78	
				Music Stand Cart	349.08	
				Resource Supplies	89.50	
				School Books	338.81	
				School Supplies	457.56	
				SEL Supplies	59.02	
			62-4453	Classroom Ring	99.99	
			62-5900	Monthly Statement	394.59	2,370.97
3000288079	09/04/2025	Murray, Taylor N	62-4310	Classroom Supplies		346.31
3000288080	09/04/2025	American Express	62-5881	Monthly Fee		132.93
3000288081	09/04/2025	CHARTERSAFE	62-5450	Insurance	5,236.00	
			62-9542	Insurance	1,407.00	6,643.00
3000288082	09/04/2025	Christy White, Inc	62-5822	1st Progress Invoice		5,195.25
3000288083	09/04/2025	Clendenen's Cider Works	62-4700	Local Apples		92.00
3000288084	09/04/2025	CRYSTAL CREAMERY	62-4700	Monthly Order		1,246.83
3000288085	09/04/2025	Demetrius DiStefano DBA Ferndale Tech	62-4453	Monthly Tech		520.00
3000288086	09/04/2025	Dream It Be It Afterschool	62-5300	August Statement		358.00
3000288087	09/04/2025	DREAM IT, BE IT INC.	62-5612	Monthly Statement		10,184.00
3000288088	09/04/2025	FORTUNA ACE HARDWARE	62-4310	Monthly Statement	50.00	
			62-4384	Monthly Statement	228.78	278.78
3000288089	09/04/2025	J & G GARDEN	62-5800	Monthly Statement		226.00
3000288090	09/04/2025	JBs Janitorial & Maint Service	62-5800	Monthly Statement		1,800.00
3000288091	09/04/2025	Laura Phelan-Shahin	62-5800	Monthly Counseling		5,137.50
3000288092	09/04/2025	MGI	62-5612	Monthly Rent		300.00
3000288093	09/04/2025	MISSION LINEN SUPPLY	62-4384	Custodial Supplies		128.42
3000288094	09/04/2025	PBISAPPS	62-5300	SWISS Renewal		400.00
3000288095	09/04/2025	PG&E	62-5520	Monthly Statement		156.27
3000288096	09/04/2025	RECOLOGY EEL RIVER	62-5560	Monthly Statement		522.50
3000288097	09/04/2025	School Specialty LLC	62-4310	2nd Grade Tables		662.10
3000288098	09/04/2025	STAPLES BUSINESS ADVANTAGE DEP	62-4310	Supplies		244.01
3000288099	09/04/2025	SYSCO	62-4700	Weekly Order		2,397.86
3000288100	09/04/2025	U.S. CELLULAR	62-5900	ELOP Cell Phone		150.01
3000288101	09/04/2025	University of California	62-5300	Online PD Dues		700.00

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. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 09/01/2025 through 09/30/2025 Filtered

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000288957	09/11/2025	American Express	62-4393	Staff Training		167.62
3000288958	09/11/2025	ASAP LOCK & KEY	62-5800	Service Call		97.38
3000288959	09/11/2025	CITY OF FORTUNA	62-5530	Monthly Statement		356.28
3000288960	09/11/2025	Clendenen's Cider Works	62-4700	Weekly Apples		92.00
3000288961	09/11/2025	COASTAL BUSINESS SYSTEMS	62-5623	Copier Lease		1,103.29
3000288962	09/11/2025	CRYSTAL CREAMERY	62-4700	Weekly Milk		416.31
3000288963	09/11/2025	CRYSTAL SPRINGS	62-4700	CGT Water		80.00
3000288964	09/11/2025	FluentStream Technologies, LLC	62-5900	Monthly Statement		402.93
3000288965	09/11/2025	MISSION LINEN SUPPLY	62-4374	Weekly Custodial Supplies		523.38
3000288966	09/11/2025	Neufeld, Janay	62-4310	Intervention Supplies		882.08
3000288967	09/11/2025	Optimum	62-5845	Monthly Statement		237.96
3000288968	09/11/2025	PRESENCE LEARNING, INC	62-5800	Monthly Statement		4,513.84
3000288969	09/11/2025	Quill LLC	62-4310	School Supplies		27.46
3000288970	09/11/2025	REDWOOD MUSIC MART	62-5800	Instrument Repair		303.66
3000288971	09/11/2025	STAPLES BUSINESS ADVANTAGE DEP	62-4310	School Supplies		145.92
3000288972	09/11/2025	SYSCO	62-4700	Weekly Order		2,676.04
3000288973	09/11/2025	YOUNG MINNEY & CORR LLP	62-5823	18305		2,120.00
3000288974	09/11/2025	Demetrius DiStefano DBA Ferndale Tech	62-5800	Service Call		1,492.60
3000290229	09/25/2025	ADVANCED SECURITY SYSTEMS	62-5800	Monitoring and Service		1,211.68
3000290230	09/25/2025	Clendenen's Cider Works	62-4700	Two Weeks Apples		184.00
3000290231	09/25/2025	CRYSTAL CREAMERY	62-4700	Two Weeks Milk		832.62
3000290232	09/25/2025	Demetrius DiStefano DBA Ferndale Tech	62-5800	Tech Service		355.00
3000290233	09/25/2025	EDUCATIONAL TESTING SERVICE	62-4310	CAASPP Testing Goal 2.1		225.00
3000290234	09/25/2025	Hall, Karissa D	62-4310	Family Events		525.55
3000290235	09/25/2025	Head, Miranda E	62-4310	504 Accomodation		98.38
3000290236	09/25/2025	JBs Janitorial & Maint Service	62-5800	Monthly Statement		3,664.00
3000290237	09/25/2025	MISSION LINEN SUPPLY	62-4374	Weekly Custodial Supplies		1,310.15
3000290238	09/25/2025	Nixon, Cynthia	62-4310	Postage and Desk	249.65	
			62-5950	Postage and Desk	73.00	322.65
3000290239	09/25/2025	PG&E	62-5520	Monthly Statement		212.11
3000290240	09/25/2025	PRESENCE LEARNING, INC	62-5800	SLP Service		4,513.84
3000290241	09/25/2025	Quill LLC	62-4310	School Supplies		27.57
3000290242	09/25/2025	SCHOOL PATHWAYS LLC	62-4450	Student Information System		61.62
3000290243	09/25/2025	STAPLES BUSINESS ADVANTAGE DEP	62-4310	School Supplies		325.96
3000290244	09/25/2025	SYSCO	62-4700	Two Weeks Order		6,296.23
Total Number of Checks					58	75,997.85

Includes checks for only Bank Account COUNTY

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. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 09/01/2025 through 09/30/2025 Filtered

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	58	75,997.85
	Total Number of Checks	58	75,997.85
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		75,997.85

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. (Limited to Checks issued from the COUNTY bank account.)

FROM: Karissa Feierabend

SUBJECT: Board Bylaws

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

The board participated in a Board Workshop where they discussed changes to the Board Bylaws. The bylaws have been updated based on input from the board.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the updated board bylaws.

ATTACHMENTS: Updated Board Bylaws



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

1480 Ross Hill Road, Fortuna, CA 95540 • (707) 682-6149
Charter #1304 • Tax ID# 27-4062747

**BYLAWS
OF
DREAM IT. BE IT. INCORPORATED**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Dream It. Be It. Incorporated.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is Humboldt County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

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

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purpose of this corporation shall be: A Public Benefit Corporation which shall oversee and manage all financial aspects of Redwood Preparatory Charter School ("Charter School").

Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of

the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

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

ARTICLE VII BOARD OF DIRECTORS

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

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates. In addition, as outlined in the Charter School's charter, the Board is empowered to:
- e. Oversee financial operations of the school and hold decision making power in financial operations requiring dispensation of funds over \$15,000.
- f. Conduct a formal inspection of the school to ensure that the school adheres to the goals outlined in the charter, as well as state and federal guidelines.
- g. Identify the Director for the School.
- h. Oversee and approve Charter Cabinet recommendations for hiring and termination of instructional and non-instructional staff.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be seven, unless changed by amendments to these bylaws and to the charter that created Redwood Preparatory Charter School. All directors shall be designated by the existing Board of Directors.

Board members will be selected to represent a broad area of expertise and a broad cross-section of the Charter School community, with at least one-third (1/3) of the members being parents of currently enrolled Redwood Preparatory Charter School students. Efforts will be made to recruit Board members with expertise in the areas of finance, fundraising, real estate, law, public accountancy, business, and philanthropy, in addition to educational expertise. In addition, in accordance with California Education Code Section 47604(c), the chartering authority of the charter school to be operated by a nonprofit public benefit corporation shall be entitled to a

single representative on the Board of Directors. If the chartering authority elects to place a representative on the Board, the Board shall have the right to expand by one (1) to keep an odd number of Board members.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 4. DIRECTORS' TERM. Each director's term on the board shall be for three (3) years. A director may be on the board no longer than two consecutive terms or six (6) consecutive years, whichever occurs first. The director being replaced shall remain on the board until a successor director has been designated and qualified. Prior board members may reapply for a board position after a minimum of one year absence.

Section 5. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date. When the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

A Section 10. REMOVAL OF DIRECTORS. Any director, except the chartering authority's representative, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). If a board member misses three regularly scheduled board meetings within one school year, there shall be a vote by the board, at a special meeting called for that purpose, or at the next regularly scheduled board meeting, to determine whether the member in question will remain on the board. The member being considered for removal shall receive notice of the upcoming vote at least ~~two weeks~~ 72 hours prior to the board meeting where the vote shall take place, and shall be given a chance to defend his/her position at the board meeting prior to the vote. The member in question shall only be removed by a majority vote by the entire board. Any vacancy caused by the removal of a director shall be filled as provided in Section 12. The representative appointed by the chartering authority may be removed with or without cause by the chartering authority or its designee or with the written consent of the chartering authority or its designee.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of Humboldt County that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code Section 47604.1.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1.

The Board of Directors shall meet at least annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at least five (5) times per year at such times and places as may be fixed by the Board of Directors. In accordance with the Brown Act, at least 72 hours before a

posting an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Notice of the agenda will be posted physically in a location within the Charter School's jurisdiction that can be accessed at all times and on the Charter School's website homepage with a prominent and direct link. The Board of Directors shall adhere to the following notice requirements to members of the Board:

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

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

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

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES OF THE BOARD. The Board, by resolution adopted by a majority of the directors then in office, may create one or more Committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to Committees of the Board shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such Committee of the Board shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

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

Section 23. CREATION AND POWERS OF ADVISORY COMMITTEES. In addition to Committees of the Board, which may possess the authority of the Board, the Board may create advisory committees composed of directors and other stakeholders.

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

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

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with conflict of interest laws as affirmed in the Charter School's charter, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as set forth in Education Code Section 47604.1.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

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

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

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. The chairman of the board is the President. The President/Chairman of the Board is a voting member. He or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. There shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The Vice-Chairman is the vice-president of the Board.

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Section 9. PRESIDENT. The President, also known as the Chairman, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and

officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President is a voting member of the Board.

Section 10. VICE-PRESIDENT If the President/Chairman is absent or disabled, the Vice-Chairman shall perform all duties of the Chairman. When acting, a Vice-Chairman shall have all powers of and be subject to all restrictions on the Chairman. The Vice-Chairman shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

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

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

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

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books,

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papers, vouchers, money, and other property of every kind in the possession or under the control

of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH BOARD MEMBERS

Section 1. CONTRACTS WITH BOARD MEMBERS. The Corporation shall comply with Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest in compliance with Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1, unless all of the requirements in the Redwood Preparatory Charter School Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII INDEMNIFICATION

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

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in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of

the Corporations Code.

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

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

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

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

ARTICLE XV INSPECTION RIGHTS

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

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

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal office the original or a copy of the articles of incorporation

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and bylaws, as amended to the current date, which shall be open to inspection by the directors at

all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

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

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

**ARTICLE XVII
BYLAW AMENDMENTS**

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

**ARTICLE XVIII
FISCAL YEAR**

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Dream It. Be It. Incorporated, a California nonprofit public benefit corporation operating Redwood Preparatory Charter School, a California public charter school; these amended bylaws, consisting of 14 pages, are the by laws of this corporation as adopted by the Board of Directors on October 14, 2025 .

Executed on October 14, 2025 in Fortuna, California.

Sarah Williams, Secretary

FROM: Karissa Feierabend
SUBJECT: Board Handbook

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

The board attended a Board Workshop to review proposed changes to the Board Handbook. Updates to the handbook included adding new board members and their officer positions, improving formatting, and revising various sections for clarity.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the updated Board Handbook.

ATTACHMENTS: Updated Board Bylaws



Board Governance Handbook

The community entrusts the Board of Education to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high-quality education is provided to each student.

Board of Directors

Emily Hobelmann, President

Kyle Shamp, Vice President

Gnesa Kirchman, Treasurer

Sarah Williams, Secretary

Sarah Lourenzo, Member

Ryan Richardson, Member

Siana Emmons, Member

Director

Karissa Feierabend

Unity of Purpose, Roles and Responsibilities, Norms, Agreements

This handbook reflects the governance team's work on creating a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, and norms and agreeing on protocols for formal structures that enable the governance team to continue to perform its responsibilities in a way that best benefits all children. This handbook serves as a supplement to Board Policy #5; Governance.

Building a Governance Team

Unity of Purpose

Charter School governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

In a Charter School, the Board and Director work together as a governance team. For a governance team to work together effectively, members must maintain a unity of purpose, agree on and govern within appropriate roles, create and sustain a positive governance culture, and create a supportive structure for effective governance.

What do we as a governance team want to accomplish?

What do we stand for?

- Our shared purpose is to have the best learning environment for all students.
- We want to build trust and move the Charter forward.
- We want to be an effective team.
- We want to understand our individual jobs and collective responsibilities.
- We want to be a team with a common focused direction, so we are not a distraction to the Charter or community but a catalyst for the concentrated efforts of employees, and the community can see evidence of this focused direction.
- We want to partner with the staff to bring about positive change.
- We want to oversee putting together a first-rate program and first-rate facilities, ensuring we continue to improve – never resting on our laurels.
- We want to perpetuate a legacy of positive culture as people come and go.

Roles and Responsibilities

The role of Trustees is to stay focused on the big picture while fulfilling five responsibilities in a series of job areas. These five responsibilities are:

- We set the direction.
- We establish the structure.
- We provide support.
- We ensure accountability.
- We act as community leaders.

We carry out these responsibilities in each of the following job areas:

- Setting the Charter's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Negotiations
- Community Relations and Advocacy

The Director assists the Board in carrying out its responsibilities in each of the job areas and leads the staff toward the accomplishment of the agreed-upon Charter vision and goals.

Creating and Sustaining a Positive Governance Team Culture

Culture is the positive or negative atmosphere created by how people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Governance Norms

To make meetings positive and productive experiences for all, we make the following collective commitments to each other.

WE AGREE TO –

- Keep from taking disagreements personally (individuality is embraced and respected).
- To show respect (never dismiss/devalue others).
- Commit to effective deliberation, each listening openly while everyone is allowed to express their point of view.
- Commit to open communication, honesty, no surprises.
- Commit the time necessary to govern effectively. This means being there, being knowledgeable, participating, understanding the full scope of being a Board Member, and being willing to take on all the responsibilities involved.
- Be collaborative (this is the way we operate)!
- Maintain confidentiality (builds trust).
- Look upon history as lessons learned; focus on the present and the future.

AND – ABOVE ALL –

- Focus on students' best interests – what's best for the students! This is what we do! And it is the touchstone that allows us to have our differences.

Board Governance Protocols

1) Leadership Responsibility and Roles of the Board

1.1 Board members carry authority only as a Board, not as individuals. Individuals can request action by bringing up a new idea, explaining their interest in a particular course of action, and working to get a Board majority to support moving in that direction. When a majority of the Board, sitting in a formal meeting, requests action, that request should be made in the context of the intended results (what is to be accomplished), not the methods used to achieve those results.

1.2 To be effective representatives of the Board and Charter, members will:

- A. Always behave in a manner that reflects positively on the charter.
- B. Refrain from obligating the Board and/or administration by actual speech or implication unless authorized by the Board.
- C. Represent the Board at various school events.
- D. Refer any concerns, questions, or comments to the Director as specified in the protocol for Responding to Concerns.
- E. Reinforce with the community the key messages agreed upon by the Board.

1.3 Responsibilities of Individual Board Members:

- A. Attend all Board and committee meetings and functions, such as special events.
- B. Be informed about the organization's mission, services, policies, and programs.
- C. Review agenda and supporting materials before Board and committee meetings.
- D. Serve on committees or task forces and offer to take on special assignments.
- E. Inform others about the charter.
- F. Follow conflict-of-interest and confidentiality policies.
- G. Refrain from making special requests of the staff.
- H. Assist the Board in carrying out its fiduciary responsibilities, such as reviewing the annual budget and audit.

1.4 In responding to concerns regarding the work of the charter, Board members will:

- A. Receive the information, remembering that only one side of the story is being presented (listening).
- B. Repeat the information and paraphrase to ensure understanding.
- C. Remind the individual that a Board member has no authority as an individual and share the appropriate line of command and process to follow to address their concern.
- D. Re-direct, thank them for sharing their thoughts, refer them to the appropriate staff member, and, if necessary, encourage them to initiate the formal complaint process.
- E. Report. Promptly inform the director, and the director should appropriately respond to the individual and board member.
- F. In the case of an email complaint/concern to the Board, the president and director will confer to determine the appropriate response to the email within, when possible, two business days. The director will then email the entire Board to let them know the email has been responded to.

2. Board Meetings and the Agenda

2.1 Meetings of the Board are held in public but are not open-forum town hall meetings. Meetings will be conducted in such a way as to allow the public to provide input in the time allotted to ensure that multiple voices of the community inform Board deliberations; however, when the Board deliberates, it will be a time for the trustees to listen and learn from each other, taking public input into consideration without re-engaging the public.

2.2 Board meetings will be on the second Tuesday of each month. Each Board meeting will begin at 5:30 p.m. with closed session following when necessary. Study sessions may be scheduled and shall be scheduled at the discretion of the Board.

2.3 The design of the Board agenda will follow the historical structure utilized by the Board. The design of the agenda may only be altered with the approval of the Board.

2.4 Board members will review the information provided to them and be open to ongoing professional development and training.

2.5 With staff support, the director, will create each Board agenda. In advance of the preparation of the Board agenda, Board members may request items to be placed on the agenda. Before the Board meeting, the Board president and the director will discuss the contents of the agenda and the process that will be followed at the meeting.

2.6 The president of the Board may choose to have the director be a direct resource requiring the director sit next to the Board president. On the other hand, the Board president may choose to have the director be an indirect resource and, thus, the director would sit at the dais but away from the president and on one end of the Board.

2.7 The director and Board believe that the need for information and/or clarification on agenda items is best accomplished by the submission of written questions/requests for such ahead of meetings. This will allow for in-depth consideration of items without unduly lengthening the meeting time.

2.8 Board members will make every effort to submit, before the meeting, questions they intend to ask so that the director and charter staff can prepare to answer Board members' questions at Board meetings.

2.9 When an individual Board member requests information, that information will be provided to all Board members.

2.10 If unforeseen questions arise during the meeting, trustees will acknowledge their question or comment as spontaneous and that they understand staff may not have the information on hand to answer the question.

2.11 Any request of the staff by an individual Board member, which will take more than 30 minutes to fulfill, must be made by the majority of the Board so as not to detract staff from focused efforts that are meant to move the charter toward achieving the year's goals.

2.12 Individual Board members are expected to self-monitor compliance to the Public Meeting laws, including limiting closed session to the legally appropriate agenda item(s).

2.13 During the portion of the meeting reserved for Board member reports, Board members shall only provide information (i.e. activities or professional development they have attended as a Board member). They may request items to be placed on future agendas, but due to the Brown Act, they shall

not make statements affecting pupils, employees, or services provided by the charter. It is important that this time in the agenda not be used to engage in discussion items not on the agenda or for partisan political statements.

2.14 The use of social media by Board members will be limited to personal topics not related to the charter school, except in the case where the Board member is reposting informational items published by the charter and about the charter, including charter approved organizations such as parent teacher associations/boosters, etc.

2.15 The Board will strive for brevity in deliberations, keeping remarks brief and to the point so that all opinions can be expressed and meetings can be efficient. Addressing each agenda item, the Board shall, normally, adhere to the following process:

- A. Staff members, when presenting items to the Board, are to provide appropriate back-up material for the Board to review before the Board meeting. If necessary to provide a presentation to the Board, presentations are to be limited to not more than 10 minutes unless prior approval of the president is received.
- B. The Input from the community.
- C. Board discussion and deliberation.

2.16 Board members individually and collectively demonstrate confidentiality as appropriate and as outlined through the mandates of the California Education Code, the Brown Act, and other compliance criteria established by law or legislation. Respecting the confidentiality of information maintains the Board's judicial review role

2.17 The use of email and social communication is subject to the Public Meeting law. The director shall forward questions and answers to all Board members. Board members, when responding, may not "reply to all."

2.18 The Board wishes to maintain a culture of professionalism, stay focused, and respect the need of trustees to be available to their families:

- A. Electronic devices will be set for 'silent' or vibrate.
- B. Trustees will be discreet in checking cell phones if necessary.

- C. When meeting virtually, whenever possible, Trustee's cameras will be on during the meeting.

2.19 Abstentions are most appropriate in cases where there is a personal relationship between a litigant and a Board member (perception of bias), a decision that financially impacts the Board member or their immediate family (legal conflict), or a personal connection to the Board member that may bias a decision on discipline.

- A. When abstaining because there may be a perception of bias, the Board member is encouraged to state the bias.
- B. When an actual legal conflict of interest exists, the Board member must publicly declare the conflict and recuse themselves from voting at all.
- C. When a Board member abstains, their abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

2.20 Board members will model professional behavior by being polite and respectful of the points of view held by their fellow Board members. The Board will address one another by their first name.

2.21 Each Board member respects the right of other Board members to vote in the minority position. In so doing, each Board member agrees, as a courtesy to the team, to explain the reason for their minority vote, either during deliberation or after casting the vote.

2.22 Parliamentary procedures are to be utilized as a guide to ensure for the most effective and efficient Board meeting possible. Accordingly, the Board utilizes Rosenberg's parliamentary procedures as its guide to managing the agenda of each Board meeting.

2.23 Upon the request of an individual Board member, a roll call vote will be taken.

2.24 The protocol for recording the votes of the individual Board members shall follow the rotation established by the Board.

2.25 Decisions of the Board

- A. Board members are reminded that policy and decisions reserved to the Board must be made as a Board. Except where otherwise indicated in the Education or Government Codes, a

majority consists of 4 of 7 members of the Board voting for an item. Once the decision has been made, it becomes the decision of “the Board.”

- B. Under the concept of majority rule, each member is compelled to support the successful implementation of a policy decision, program, or procedure even when he or she does not agree with the decision.
- C. If a member of the Board cannot support the decision of the Board because it offends a moral/personal code, the member is expected, at a minimum, to refrain from undermining the decision or directive.

2.26 Public Participation

- A. Since the Public Meeting law (Brown Act) expressly prohibits discussion leading to action from being conducted unless agendized, governance team members are strongly encouraged to refrain from engaging members of the public in dialogue about issues not on the agenda.
- B. In general, citizens and residents wishing to “dialogue” with Board members will be encouraged to contact individual members to discuss issues of importance with them or the director as appropriate.
- C. As a result of a comment under public communication, a member may ask the director to briefly comment for clarity or correction. The member may also ask that a matter be investigated, with or without a follow-up report to the Board.
- D. If a Board member feels compelled to speak to the issue, the member must first be recognized by the Board president. The comments must be brief and only clarifying or correcting. Any further discussion should be agendized.

2.27 Comment

- A. Time limits, generally 3 minutes per speaker and 20 minutes per subject will be imposed by the Board president.
- B. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.

2.28 Chart of Policy Revision Process

Step 1:

- Director receives policy updates from Charter School Development Center or the school's legal team.

Step 2:

- Director reviews updated recommended policy changes. The director provides to the Board a red line version of the policy updates.

Step 3

- The Board discusses and approves the updated and revised policy. Board revised policies are typically listed under Items for Report, Discussion, and Possible Action. Members of the community can give input during public comment.

3. The Board's Role and Relationship with the Staff and Community

3.1 When interacting with the public and their constituents, Board members will hold to the highest level of professional and ethical conduct, including emphasizing the positive aspects of the charter.

3.2 When individually visiting schools or departments in your capacity as a Board member, as a professional courtesy, Board members are encouraged to notify the director that they will be visiting a school or department and may provide input to the director on issues or concerns that may arise from such a visit.

3.3 At no time, while visiting schools shall a member make promises, either overt or implied, interfere with administration, or involve him or herself in personnel issues or student records.

3.4 To assist in this matter, the director will ensure that teachers know that a teacher does not need to interrupt his/her lesson when a visitor is in his/her classroom.

3.5 Board members shall not request any information from staff beyond that which would be provided to any regular community member. Staff members are directed to relay requests from Board members to their supervisor to ensure that appropriate information is provided to all Board members.

3.6 Management staff are directed to relay requests from Board members to the director to ensure that appropriate information is provided to all Board members.

- A. This protocol does not imply a censoring of any private and informal conversations.

4. The Board's Role in Negotiations

4.1 Board members will be actively involved in the negotiation process to ensure that the charter is represented well. The involvement of the Board will be to:

- A. Ensure the ethical, fiscal, and educational goals of the community are represented.
- B. Participate by providing direction and guidance to those selected to represent the Board. Board members do attend negotiations.
- C. Each school year, two Board members will be appointed to the leadership committee.
- D. Prior to negotiation, the director will communicate with the Board and discuss the school's budget and goals.
- E. Expect, as the representative of the Board, that the director will ensure that the Board, collectively and individually, is informed on the issues and strategies implemented within the negotiation process.
- F. The director will bring the proposed negotiations back to the Board for final approval.

5. The Board's Relationship with the Director

5.1 The Board will commit to working through and with the director on issues regarding the running of the charter. The director will inform the Board as soon as possible of:

- A. Serious safety concerns.
- B. Serious disciplinary action.
- C. Serious/unexpected personnel changes or disciplinary issues.
- D. Serious illness or death of a student, a staff member, or members of the staff member's immediate family.

- E. Legal or liability concerns.
- F. Notable achievements.
- G. In all matters, the Board and director are expected to protect confidential information.

5.2 It is the director's responsibility to organize the staff in the manner that best serves the needs of the charter. As a professional courtesy, the director shall provide appropriate notice to the Board in advance of action being taken.

5.3 The Board recognizes the success of the director is critical to the success of students and the charter. As such, the Board believes the director should have an experienced professional mentor/advisor who is not affiliated with the charter.

5.4 As the norm, the director speaks on behalf of the Board. The Board president is authorized to speak on behalf of the Board, when necessary.

5.5 The director will inform the Board when the media contacts the director.

5.6 All conflicts between the director and the Board will be handled in closed session, with the director being in attendance, when appropriate and necessary.

5.7 Conflicts between individual Board members and/or the director will be addressed privately between those who hold the conflict and will not involve other members of the Board or the public (community, staff, media, etc.).

5.8 The Board commits to complete an annual evaluation of the director. The Board will set aside at least one special meeting in April for the purpose of completing the annual evaluation of the director. In consultation with the director, the evaluation process and associated documents will be developed and approved by the Board, not later than the first Board meeting in August.

5.9 The evaluation process and instrument is designed to bring about the collective view of the Board. Thus, the evaluation will reflect the majority view of the Board, as a whole. ~~To better attain this majority view, the Board will work with a professional from outside the charter to facilitate the evaluation process and the composing of the director's evaluation.~~

6. The Ongoing Implementation of Board-Approved Protocols

6.1 New Board Members (Elected or Appointed)

- A. An administrative orientation by the director and senior staff will be provided to new members of the Board. Training may be provided by county and state organizations, consultants, or led by staff. The training shall, whenever possible, take place prior to the first Board meeting of the new Board member.
- B. The orientation is intended to be a conversation and overview of the things members need to know immediately. Questions will be answered, and the Board meeting structure, director contract, director objectives, Board policies, overview of the services and programs, and the major challenges being faced will be outlined and discussed.
- C. Each orientation may be slightly different depending on the needs and interests of the incoming members and the major issues before the Board.
- D. Within 90 days of the election/appointment of a new Board member or appointment of a new director, a study session of the whole Board will be held for the purpose of reviewing/updating the governance protocols of the Board.
- E. Upon the request of two or more Board members, a special study session will be called for the purpose of reviewing/updating the governance protocols of the Board.

6.2 When someone violates one of the protocols we agree to the following principles/assumptions.

Principles/Assumptions

- A. We should expect that we will make mistakes.
- B. Self-monitoring our own behavior can be very difficult.
- C. Behavior in conflict with agreements erodes trust.
- D. Behavior that is not challenged is condoned.
- E. Confronting another team member can:
 - i. Be difficult. If done poorly, it can be damaging.
 - ii. If done correctly, it demonstrates that the Board is a highly functional team!

FROM: Karissa Feierabend

SUBJECT: Safety Plan

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

Schools in California are required to adopt a comprehensive school safety plan that outlines emergency protocols and procedures for incidents, including lockdowns, evacuations, and natural disasters. The plan is reviewed annually by our safety committee and updated to ensure compliance with state requirements and current best practices. Each year, the board approves the school safety plan.

The safety committee met to review the plan. No changes were made to the plan, except for formatting and the addition of the Instructional Continuity Plan to the end of the plan.

RECOMMENDED ACTION:

- Receive staff presentation and review questions with staff
- Open public comment
- Close public comment
- Board Discussion
- Recommendation - DIBI board member makes a motion to approve the 25-26 Safety Plan.

ATTACHMENTS: 25-26 Safety Plan

Comprehensive School Safety Plan SB 187 Compliance Document

**2025-2026
School Year**

School: Redwood Preparatory Charter School
CDS Code: 12-76802-0124164
District: Redwood Preparatory Charter School
Address: 1480 Ross Hill Rd.
Fortuna, CA 95540-3463
Date of Adoption: 08/10/2016
Most Recent Revision: 10/14/2025

Approved by:

Name	Title	Signature	Date
Emily Hobelmann	President, Board of Directors		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

<http://www.redwoodprep.org>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Redwood Preparatory Charter School is committed to maintaining a safe and secure campus for all of its pupils and staff. Moreover, Redwood Preparatory Charter School has agreed to adopt a SSP to implement the Health and Safety Element of its Charter Petition. To that end, this School Safety Plan covers RPC's policies and expectations regarding the practices of the school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Redwood Preparatory Charter School Safety Committee

Assessment of School Safety

Since its founding in Fortuna in 2011 Redwood Preparatory Charter School (RPC) strives to provide a school environment that is safe for all. RPC's School Safety Committee monitors all aspects of the school and community to insure that all of our students, staff, and community members are safe and secure while providing a high quality, excellent academic experience.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

All school employees receive training in the SSP upon joining the school and should review any changes to the SSP annually.

School Staff members participate in annual first aid and CPR training and certification. Additional trainings include but are not limited to mandated reporting, blood-borne pathogens, sexual harassment, and active shooter drills. Emergency drills are scheduled:

- Fire Drill: At least once per trimester, a fire drill should be conducted in which all pupils, teachers, and other employees are required to evacuate the building.
- Civil Defense (Lockdown) Drill: A Civil Defense Drill should be conducted at least twice each school year following the school's Civil Defense Procedure.
- Earthquake Duck & Cover Drill: This drill should be performed twice per school year.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Redwood Preparatory Charter School is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Redwood Prep's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Redwood Prep must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

Redwood Prep maintains zero tolerance for abuse. Every member of any Redwood Prep community must participate actively in the protection of its students. All staff must report suspected problems and/or sex offenders/offences at the school site.

All Redwood Preparatory Charter school will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked;
- All unused buildings and areas must be designated and enforced as off-limits to children;
- Interior doors should be left open and unlocked when rooms are in use; and
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future Redwood Prep employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any Redwood Prep premises, he or she is required to immediately report their observations to the Director or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- Policy violations,
- Neglectful supervision,
- "Private time" with students,
- Taking students off premises without adhering to procedures,
- Buying unusual gifts for children and youth,
- Swearing or making suggestive comments to students, or
- Or any other conduct as identified in this policy or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Director or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly

suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution. Redwood Prep will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of our safety plan and safety policies.

Employee conduct with students:

All Redwood Preparatory Charter School employees are responsible for conducting themselves in ways that preserve the safety of students and that prevent either the reality of or perception of inappropriate interaction with students.

In general, all Redwood Preparatory Charter School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, gender, gender identity, gender expression, immigration status, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix)

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher will include the Disaster Plan guidelines in the emergency backpacks in each classroom.

General Emergency Procedures

1. Take emergency backpack containing first-aid supplies, a class roster and student emergency cards.
2. Evacuate classroom.
3. Leave a green ok/red help sign on the door.
4. Meet at designated safety zone(s) if appropriate. If not appropriate, meet at Campton Heights parking lot or on the north parking lot of the Church of Christ of Latter-Day Saints.

Fire

1. Director and/or designee will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
2. Director and/or designee will sound the fire alarms.
3. Staff will follow emergency procedures previously described.
4. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, director or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school. The director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Director, or designee, will notify the electrical company (PG&E) at 800-743-5002.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Director, or designee, will call 911 in case of emergency break.
2. Staff to follow the emergency procedures previously described.

Water Main Break

1. Director, or designee, notifies the water department number (707) 725-7600.
2. Director, or designee, shuts off water.
3. Director or designee notifies the police.
4. Director or designee determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Director, or designee, turns off water to the drinking fountains and sinks.
2. Instruct teachers to move students away from drinking fountains and sinks.
3. Director, or designee, notifies the water department.

Chemical Spill/ Incident

If Indoors:

1. Contact 911 if dealing with an unknown chemical or shelter in place
2. Block or rope off area – DO NOT TOUCH ANYTHING.
3. Evacuate room and turn off air conditioning system.
4. Director, or designee, will check for chemical safety data in the MSDS binder to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the director will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and turn off air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Director:

1. Call 911.
2. Staff closes, locks and secures all doors, turn off lights, students follow lock down procedures.
3. Staff assess situation and makes directive for the students they are in charge of at the time.
4. Director and/or assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure area.
5. Director or law enforcement will control and organize media.
6. Students and staff will meet at one of the following "safe spots":
 - a. Church of Jesus Christ of Latter-Day Saints lawn area.
 - b. Campton Heights Market parking lot.
7. If off-site evacuations occur, parents will meet and reunite with students and staff at Newburg Park or location designated by Fortuna Police Department at time of emergency.
8. Director will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening. If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Director, or designee, immediately.
2. Director, or designee, will call 911.
3. Staff will evacuate students if necessary.
4. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Director, or designee, immediately.
2. Do not touch the object but note any identifying features to describe it to the Director and emergency crews.

In all cases:

1. If Director, or designee, determines to evacuate, staff follows emergency procedures previously described.
2. Evacuate students to the property of Campton Heights parking lot or Church of Christ of Latter Day Saints lawn.
3. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
4. If you see any suspicious object, steer clear of it and report it to the Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
5. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Director or designee, will call: **911**.
2. Director or designee will be notified in the event of a death or suicide on campus.
3. Director or designee will notify teachers to keep students in their classrooms until informed otherwise.
4. Director or designee and Fortuna Police Department will control and organize media.
5. Director will ensure that counseling services are available as soon as possible.

Suicide Prevention

The Director or designee will call: **988**

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students. Redwood Preparatory Charter School has adopted a comprehensive suicide prevention policy, which identifies the staff liaison responsible for student education, staff training and responding to incidents under the policy. Please see the complete Policy located at the end of the SSP titled "Suicide Prevention Policy."

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Director, or designee, should alert staff of a potential suspicious intruder/animal.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Staff supervises students who are in their care.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from Director and/or police/animal agency.

Public Agency Use of School Buildings for Emergency Shelters

By law Redwood Prep must make its facility available to first responders, such as the local fire department and American Red Cross, in the event of a disaster. If a state of emergency is declared, Redwood Prep employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Staff are reminded of their legal obligations to serve as disaster service workers, which call for them to develop their person/family needs plan in the case they are called upon for after hour duty to respond to a disaster.

In order to make the Redwood Prep school site available to meet community needs in the event of a disaster, the Director will develop a response plan with the following features:

- Identify chain of command to respond if a local evacuation or state of emergency is declared, which designates a minimum of two back-up leaders.
- Review and implement best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers and students. Identify and procure needed resources.
- Review procedures for sending ill or injured personnel home and make adjustments in plan implementation if necessary.
- Designate office staff to document actions taken.
- Develop a recovery plan that provides follow-up educational and emotional support for students and staff affected by the disaster.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Redwood Preparatory Charter School's ("RPC" or "Charter School") discipline philosophy is based on building intrinsic motivation to make positive choices; educationally, socially and emotionally. RPC utilizes the philosophies of the Responsive Classroom founded by the North East Foundation for Children, Inc.; Habits of Mind by Arthur L. Costa, Ed.D., and Bena Kallick, Ph. D.; Love and Logic, by Jim Fay; and Discipline without Stress, Rewards or Punishment by Dr. Marvin Marshall. Students are encouraged to develop intrinsic motivation through the use of goal setting, conferencing, and self-reflection.

Redwood Preparatory Charter School enforces disciplinary rules and procedures fairly and consistently among all students. The Pupil Suspension and Expulsion Policy (the "Policy") for RPC has been established in order to promote learning and protect the safety and well-being of all students. In creating this policy, RPC has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. RPC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or dismiss a student from regular classroom instruction. This policy shall serve as the RPC's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The Policy is printed and distributed as part of the Parent/Student Handbook and clearly describes discipline expectations. The director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that the Policy is available on request at RPC's office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, and the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the

willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
 - b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, , which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of like age, or for a person of like age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

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

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

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

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

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of pupils' own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of like age, or for a person of like age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(d) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(e) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(f) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(c) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can

be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(d) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

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

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

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

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

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade,

(iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

- Step One – Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and their parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

- Step Two – Notice to Parents/Guardians

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

- **Step Three – Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

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

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

- The date and place of the expulsion hearing;- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or

Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

Written Notice to Expel

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

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

The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

In accordance with Education Code Section 47605(d)(3), upon expulsion of any student, RPC shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

RPC shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the RPC as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon RPC's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District or SELPA

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

2. Services during Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the Director, or designee, shall inform appropriate staff members pursuant to Section 49079 of the Education Code. That Section requires notification of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. Such information will remain confidential and will not be further disseminated by school staff.

(E) Sexual Harassment Policies (EC 212.6 [b])

Redwood Prep maintains a comprehensive Title IX policy and Harassment, Intimidation, Discrimination and Bullying Policy, which addresses discrimination and harassment in the school setting. This policy is available on the RPC website, the administrative office, and at the end of this SSP. RPC also prohibits unlawful discrimination and harassment in the workplace.

Redwood Preparatory Charter School forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Redwood Preparatory Charter School will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions

(1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.

(2) Unwelcome Conduct of a Sexual Nature.

(a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by their conduct, that it is unwelcome.

(b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

(c) Redwood Prep prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

(1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:

(a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);

(b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

(c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

(2) Specific Prohibitions--Administrators and Supervisors.

(a) It is sexual harassment for a manager or supervisor to use their authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

(3) Specific Prohibitions--Non-managerial and Non-Supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. Reporting, Investigation, and Sanctions

(1) It is the express policy of Redwood Prep to encourage victims of sexual harassment to report such claims. Redwood Prep understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed,

concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Redwood Prep should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by Redwood Prep. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, Redwood Prep will notify the complainant of the results of the investigation. Redwood Prep will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Redwood Prep will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying Redwood Prep of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Redwood Preparatory Charter School's employment law poster or by checking the state government listings in the local telephone directory.

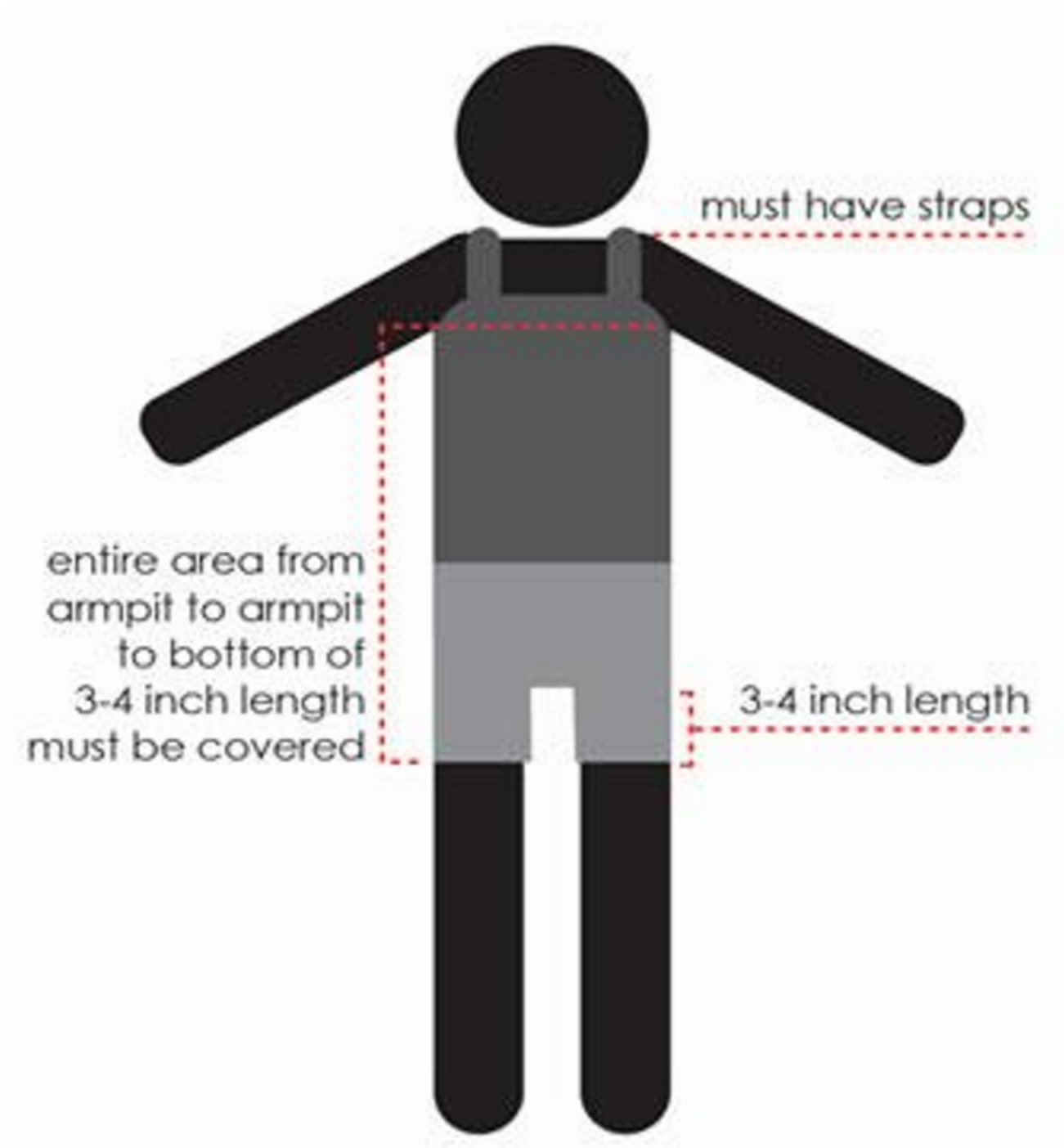
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Redwood Preparatory Student Dress Code

Redwood Preparatory Charter School ("RPC" or the "School") students and staff should wear clothing which is not disruptive to the educational process. This dress code shall be in effect on campus during school hours and at School sponsored activities except where modified by the Director for specific extracurricular activities or in special cases. The RPC staff and administration reserve the right to determine clothing which detracts from the educational environment. If a staff member determines that a student's attire is inappropriate or disruptive to the school environment, the student will be asked to change clothing for more appropriate apparel before returning to class or campus.

Prohibited Attire:

1. Clothing and accessories that advocate, advertise or symbolize any type of alcohol, drugs, tobacco, gambling, weapons, or acts which are illegal, violent, obscene, or hazardous to one's health.
2. Clothing or accessories that are gang related
3. Clothing, accessories, or hairstyles that are offensive or are degrading on the basis of gender identity, sexual orientation, cultural, religious or ethnic values to the rights of any person as determined by school staff
4. Students must wear or bring shoes that allow them to fully participate in all school activities.





(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The RPC Director and office manager will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Clearly posting an office sign to direct visitors to the office area upon arrival at school.
- Designating individuals to lock the school building and/or grounds when not in use.
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g., not propping doors open, re-securing the building after leaving).
- Maintaining a practice of locking doors that are not being regularly used, even during school hours.
- Posting signs requesting that visitors sign in at the main office.
- Requiring school visitors to wear a visitor's badge.
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily.

TRAFFIC ATTERNS AND DROP-OFF/PICK-UP POINTS

Redwood Preparatory Charter School shall develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Administrator

- Administrator, or designee, is to ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents.
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any loading and unloading areas.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Health and Safety

Element:

First Aide and CPR

Opportunity for Improvement:

All staff members will be trained in first/cpr at the start of each school year or upon employment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
100% Staff will be trained and certified in First Aid and CPR	Contact local or online first aid and CPR training organization to schedule training.	General Fund	Director & Safety Coordinator	Training Completion and 100% staff training record

Component:

Health & Safety

Element:

Diabetes Training

Opportunity for Improvement:

Provide staff training in assistance for diabetic student(s)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Train staff working with diabetic students in appropriate practices and procedures to support student needs.	Access student medical records related to current medical needs. Meet with parent(s) of diabetic student and school nurse to develop support plan for the student. Provide training for all relevant staff members. Keep record of medical release forms, daily medical activity, and doctor, parent, or nurse communications.	Administration of Nurses Services from General Fund	Director, School Nurse	504 Plan Approval Medical Plan Approval

Component:

Health and Safety

Element:

Health and Safety Announcement Service

Opportunity for Improvement:

Provide a comprehensive parent announcement system to inform families of school safety issues such as communicable disease outbreaks or school safety concerns.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide RPrep comprehensive family contact system	Email and text system to contact 100% of RPrep families in case of school safety announcements	General Fund - Administrative Cost	Director	100% Rprep families will be included in the system
Provide detailed information regarding school safety issues through school email system	Update and verify family email addresses through student information system and school email system	Time needed to complete task	Director and School Secretary	100% RPrep families with access to email will be appropriately listed in SIS and school email system
Create list of contacts that do not utilize digital communication for personal contact for safety announcement communications	Identify and create list of relevant families	Time needed to complete task	School Secretary	100% families not utilizing digital communication tools will have alternative communication system set up with the school office and staff.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Redwood Preparatory Charter School Student Conduct Code

Conduct Code Procedures

Redwood Prep's discipline philosophy is based on building intrinsic motivation to make positive choices; educationally, socially and emotionally. Redwood Prep utilizes the philosophies of Restorative Practices, the Responsive Classroom founded by the North East Foundation for Children, Inc.; Habits of Mind by Arthur L. Costa, Ed.D. and Bena Kallick, Ph. D.; Love and Logic, by Jim Fay; and Discipline without Stress, Rewards or Punishment by Dr. Marvin Marshall. Students are encouraged to develop intrinsic motivation through the use of goal setting, conferencing, and self-reflection based on the behaviors outlined in the Personal and Social Responsibility Matrix.

Redwood Prep enforces disciplinary rules and procedures fairly and consistently among students according to our suspension and expulsion policy and discipline matrix. The suspension and expulsion policy is found within Element 10 of the Redwood Prep Charter, and is reprinted in this School Safety Plan under the heading Part C: Suspension, Expulsion and Mandatory Expulsion Guidelines. The discipline matrix is printed and distributed as part of the Redwood Prep Student Handbook and is included at the end of the SSP.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, restorative action on or off campus, and the use of alternative educational environments, suspension and dismissal. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Safety Plan Review, Evaluation and Amendment Procedures

The Redwood Preparatory Charter School SSP will be reviewed, evaluated and updated annually. The RPC Board of Directors will adopt the revised plan on an annual basis during a regular board meeting. The plan will then be submitted to the Fortuna Elementary School District (FESD), as required by the FESD and RPC memorandum of understanding.

(J) Hate Crime Reporting Procedures and Policies

Redwood Preparatory Charter School believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

Redwood Preparatory Charter School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words, actions, or electronic media. This includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. "Bullying" refers to any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable pupil to experience substantial interference with their academic performance.
- Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Cyber-bullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Examples of cyber bullying include:

- Sending cruel, vicious and sometimes threatening messages, via cell phone text messages, Instagram, Snapchat, or other social media
- Creating web sites that contain stories, cartoons, pictures and jokes ridiculing others,
- Posting pictures of classmates online with intent to embarrass them,
- Breaking into an e-mail account and sending vicious or embarrassing material to others,
- Engaging in IM (instant messaging) to trick another person into revealing sensitive or personal information and forwarding that information to others, and
- Taking a picture of a person using a digital phone camera and sending that picture electronically to others without consent.

Redwood Preparatory Charter School expects students and/or staff to immediately report incidents of bullying or harassment to the Director or designee. Staff who witness such acts will take immediate steps to intervene when safe to do so. People witnessing or experiencing such actions are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. Each complaint of bullying will be promptly investigated.

To ensure bullying or harassment does not occur on school campuses, the Redwood Preparatory Charter School will provide staff development training in bullying and harassment prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

When a student is reported to be engaging in bullying or harassment off campus, the Director or designee will investigate and document the activity and will identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Any student who engages in bullying or harassment on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulations.

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of harassment. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

To the extent possible, school strategies will focus on prevention of bullying and harassment by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students will be informed, through student handbooks and other appropriate means, school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of harassment.

School staff will receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Legal References:

EDUCATION CODE: 32261, 48900(r) California Assembly Bill 256 (2013) CIVIL CODE 1708.7(3)(4)

PENAL CODE: 647, 647.7 653.2

Safety Plan Review, Evaluation and Amendment Procedures

The Redwood Preparatory Charter School Comprehensive School Safety Plan will be reviewed, evaluated and updated annually. The Dream It Be It Incorporated Board of Directors will adopt the revised plan on an annual basis during a regular board meeting. The plan will then be submitted to the Fortuna Elementary School District, as required by the FESD and RPCS memorandum of understanding.

Safety Plan Appendices

Emergency Contact Numbers: IN THE EVENT OF AN EMERGENCY CALL: 911

Utilities, Responders and Communication Resources

Type	Vendor	Number
Law Enforcement/Fire/Paramedic	Fortuna Police Dept	(707)725-7550
Law Enforcement/Fire/Paramedic	Humboldt County Sheriff	(707)445-7251
Law Enforcement/Fire/Paramedic	CHP	(707)822-5981
Law Enforcement/Fire/Paramedic	Fortuna Fire Dept	(707)725-5021
Public Utilities	PG & E	(707)743-5002
City Services	Fortuna Utilities	(707)725-7600
Local Hospitals	Redwood Memorial Hospital	(707)725-3361
Emergency Services	Office of Emergency Services	(707)268-2500
Emergency Services	Poison Control Center	1-800-222-1222
Emergency Services	Suicide Prevention Hotline	988

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Reviewed and updated	8/10/2016	
Approved and Adopted	9/08/2016	
Reviewed and updated	9/06/2017	
Approved and Adopted	9/13/2017	
Reviewed and updated	10/16/2018	
Approved and updated	9/09/2019	
Reviewed and updated	10/08/2020	
Reviewed and updated	08/10/2021	
Reviewed and updated	10/11/2022	
Reviewed and updated	10/22/2023	
Reviewed and updated	09/09/2024	
Reviewed and updated	09/30/2025	

Redwood Preparatory Charter School Incident Command System

Management – In the event of a high level emergency, the Director and staff will support and take direction from Law Enforcement, Fire Fighters, or other local, state or federal emergency personnel.

Incident Commander- (Director and Designated Site Lead/Designee) In charge of overall management of an emergency situation.

Planning & Intelligence - (Administration and Teaching Staff) Collects and evaluates information as related to the development of an incident, and status of resources

Operations- (Director, Designated Site Leaders and Staff) Responsible for care of students and carrying out standard and specific procedures and protocols

Logistics-(Director and Designated Site Leaders) Responsible for securing and providing needed materials, resources, services and personnel

Finance & Administration - (Director and Business Manager) Tracks incident costs for reimbursement accounting. Tracks expenditures and participates in emergency materials budget process

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Identify threat

Determine appropriate response strategy

Step Two: Identify the Level of Emergency

Evacuation: requires all students and staff to leave the building. (ALICE)

Reverse Evacuation: If an incident occurs while students are outside, you will need to return them to enter the building quickly.

Lockdowns: When a crisis occurs outside of the school and an evacuation would be dangerous.

Shelter-in-Place: When there is not time to evacuate or when it may be harmful to leave the building.

Step Three: Determine the Immediate Response Action

Activate Emergency Management Plan

Clearly and calmly communicate strategy to students and staff

Immediately activate Incident Command System

Deploy Resources: Establish a safe zone to organize the deployment of resources, such as:

1. Medical Services
2. Search and Rescue Teams
3. Transportable Shelters
4. Decontamination Equipment

Account for Students, Faculty and Staff

Each instructor accounts for their designated group of students Designated member of emergency management team: Accounts for all faculty and staff members

Confirms instructors have accounted for all students

Relay information regarding missing persons to search and rescue team

Provide services, as needed

Step Four: Communicate the Appropriate Response Action

Activate Communication Plans With Families and Media

Provide clear and consistent information to students, staff, parents and the public via multiple communication mediums

Media/Public Relations Announcements

Text Message Email Voice- Recordings

Website Announcement

Reunify Students with Parent/Guardian

Establish a specific location for reunification

Release students to authorized individuals listed on their emergency card

Types of Emergencies & Specific Procedures

Aircraft Crash

1. Contact director, lead teacher, or designee
2. Decide whether to evacuate building
3. Move to an area of safety and maintain control of students; caution students to stay clear of debris or other hazards Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with police/fire

Provide the following information to the safety officials

- Fire Safety Plan
- Floor plans, location of utility controls
- Current information on staff in the area
- Current information on students in the area
- Resume school activities only after buildings have been inspected and determined safe by proper authorities

Animal Disturbance

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Director, or designee, should initiate a code to alert staff of a potentially dangerous animal on campus
3. Keep the students in the classroom until the threat is cleared.
4. All students outside of the building are to be quietly and cautiously led into the building.
5. Wait for further instructions from Director and/or police/animal agency.

Armed Assault on Campus

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Director:

1. Director, or designee, calls 911.
2. Teachers close and lock all classroom doors and windows immediately.
3. Teachers take roll.
4. Teachers calmly follow ALICE procedures.
5. Director and/or assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Director or office personnel close and lock all office doors and windows immediately.
8. Director or designee will control and organize media.
9. Director or designee will ensure that counseling services are available as soon as possible.

Biological or Chemical Release

If Indoors:

1. Contact 911 if dealing with an unknown chemical.
2. Block or rope off area – DO NOT TOUCH ANYTHING.
3. Evacuate room and turn off air conditioning system.
4. Director, or designee, will check for chemical safety data in the MSDS binder to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the director will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and turn off air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Director, or designee, immediately.
2. Director, or designee, will call 911.
3. Staff will evacuate students.
4. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Director, or designee, immediately.
2. Do not touch the object but note any identifying features to describe it to the Director and emergency crews.

In all cases:

1. If Director, or designee, determines to evacuate, staff follows emergency procedures previously described.
2. Evacuate students to Toddy Thomas Elementary School or LDS church based on the threat.
3. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
4. If you see any suspicious object, steer clear of it and report it to the Director and the emergency crew chief. Follow all emergency crew and bomb squad directives.
5. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Threat of Violence

If there is a phone call or written report of a potential threat of violence on campus, the person who took the call will notify the Director or designee immediately. The Director or designee will:

1. Call 911
2. Initiate lockdown/ALICE procedure if necessary
3. Work with law enforcement to investigate seriousness of threat

Bus Disaster

N/A Redwood Prep does not run buses. In case of transportation emergencies staff or volunteer drivers will follow the procedure listed below:

- Park the vehicle in a safe location.
- Set the emergency brake and turn off the ignition.
- Evacuate the vehicle in the event of a fire.
- Check for injuries and provide appropriate first aid.
- Call "911", provide exact location of the vehicle and wait for arrival of emergency responders.
- Contact the Director or designee to report the exact location and condition of students.
- The Director or designee will determine what additional appropriate notification(s) should be made and will brief the FESD superintendent.
- Stay with the disabled vehicle until help arrives.
- The driver will account for all students and staff or volunteers throughout the emergency.

Disorderly Conduct

Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

- Staff will immediately notify the Director, lead teacher, or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- The Director, lead teacher, or designee will call Police 911, and provide the exact location and nature of the incident.
- If an immediate threat is not clearly evident, the Director, lead teacher, or designee may attempt to diffuse the situation.
- Approach the perpetrator in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.

- If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

Earthquake

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, director or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.

Explosion or Risk of Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Fire in Surrounding Area

1. Director and/or designee will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
2. Director and/or designee will sound the fire alarms.
3. Staff will follow emergency procedures previously described.
4. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Fire on School Grounds

1. Director and/or designee will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
2. Director and/or designee will sound the fire alarms.
3. Staff will follow emergency procedures previously described.
4. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Flooding

- Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

- The director will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
- See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities

1. Director, or designee, will notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.
3. Director, or designee, will determine whether or not to open or close school and communicate with families and staff.

Motor Vehicle Crash

SERIOUS ACCIDENT

- Park the vehicle in a safe location.
- Set the emergency brake and turn off the ignition.
- Evacuate the vehicle in the event of a fire.
- Check for injuries and provide appropriate first aid.
- Call "911", provide exact location of the vehicle and wait for arrival of emergency responders.
- Contact the Director or designee to report the exact location and condition of students.
- The Director or designee will determine what additional appropriate notification(s) should be made and will brief the FESD superintendent.
- Stay with the disabled vehicle until help arrives.
- The driver will account for all students and staff or volunteers throughout the emergency

Psychological Trauma

1. Conduct psychological triage to identify high-risk students/staff.

2. Initiate appropriate interventions:

Individual Interviews (highest risk)

Psychological First Aid - Small Group Counseling (medium risk)

Psychological Education Groups - Classroom Discussions (all, as willing) Classroom activities, presentations

Support groups (as needed)

Parent meetings (as needed)

Staff meetings (encourage participation by all)

Support to staff (as needed)

Referrals to community agencies (as needed)

3. Maintain a log of:

All students receiving support services

All students needing additional services Crisis responders

4. Maintain appropriate policies and trainings for staff and students.

Suspected Contamination of Food or Water

1. Director, or designee, turns off water to the drinking fountains and sinks.
2. Instruct teachers to move students away from drinking fountains and sinks.
3. Director, or designee, notifies the water department.

Unlawful Demonstration or Walkout

1. Call 911
2. Contact parents through email and/or text

EPIPEN ADMINISTRATION

Purpose: To ensure prompt and appropriate response to anaphylactic emergencies by providing clear guidelines for the identification, administration, and follow-up procedures involving EpiPens.

Scope: This section applies to all school personnel designated as EpiPen administrators.

Procedures:

1. **Identification of Students at Risk:**
 - Maintain a current list of students with known allergies that may require an EpiPen.
 - Obtain written parental consent and medical documentation for each student with an EpiPen.
 - Ensure EpiPens are stored in a secure, easily accessible location.
2. **EpiPen Administration:**
 - In the event of an anaphylactic reaction, follow the steps outlined on the EpiPen package and in the provided training materials.
 - Administer the EpiPen immediately to the affected student, regardless of whether emergency medical services (EMS) have been called.
 - Monitor the student closely for any additional symptoms and be prepared to administer a second dose if necessary.
3. **Emergency Response:**
 - Simultaneously with EpiPen administration, call 911 and notify the school nurse or designated administrator.
 - Provide the EMS dispatcher with the student's name, age, location, and any relevant medical information.
 - Follow the school's established emergency procedures for managing a medical crisis.
4. **Post-Incident Procedures:**
 - Document the incident in the student's medical records and provide a copy to the parents.
 - Review the EpiPen administration process to identify any areas for improvement and make necessary adjustments to the plan.

Training Requirements:

- All designated EpiPen administrators must complete a comprehensive training program that includes:
 - Recognition of anaphylaxis symptoms
 - Proper storage and handling of EpiPens
 - Step-by-step administration of EpiPens
 - Emergency response procedures
 - Post-incident documentation and follow-up
- Training should be conducted annually or as needed to ensure ongoing proficiency.

Key Considerations:

- Ensure EpiPens are kept up-to-date and replaced before the expiration date.
- Designate a reliable backup EpiPen administrator in case the primary administrator is unavailable.
- Educate all school staff on the signs and symptoms of anaphylaxis and the importance of prompt EpiPen administration.

Opioid Overdose Prevention Plan

Melanie's Law

The California Education Code (EC) Section 494.3 authorizes school districts, county offices of education, and charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or other trained personnel to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. In addition, Section 49414.3 states that a school district, county office of education, or charter school may designate one or more staff to receive initial and annual refresher training based on standards regarding the storage and emergency use of Naloxone (Narcan) or another opioid antagonist. Redwood Prep staff have been trained, and Narcan has been distributed at the school site. Narcan packets are stored in a highly visible location in each school's main office, along with the Epi Pen, and First Aid Supplies.

What is Naloxone?

Naloxone is a life-saving medication that reverses opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites (opioid antagonist), thereby quickly reversing the toxic effects of the overdose. Naloxone is not a controlled substance and is not habit-forming. It has few known adverse effects and no potential for abuse. It has not been shown to encourage drug use. It has no weight or age-based limits and is latex-free. Naloxone is administered when a person is showing signs of opioid overdose. Redwood Preparatory Charter School has Naloxone in the form of an intranasal spray located in the main office with the first aid supplies. (NARCAN Nasal Spray is a brand name for Naloxone.)

What are Opioids?

Opioids are natural, synthetic, or semi-synthetic chemicals that interact with opioid receptors on nerve cells in the body and brain and reduce the intensity of pain signals and feelings of pain. This class of drugs includes the illegal drug heroin, synthetic opioids such as fentanyl, and pain medications available legally by prescription, such as oxycodone, hydrocodone, codeine, morphine, and many others. Opioids can induce euphoria, and users generally reported feeling warm, drowsy, and content. Opioids relieve stress and discomfort by creating a relaxed detachment from pain, desires, and activity. They can also slow heart rate, constipation, a widening of blood vessels, and a decrease in the body's natural response to breathe. Opioids are highly addictive. Anyone can be at risk of developing an addiction, especially if the substance is used for a long period of time or in a manner different from prescription instructions.

Opioids differ in both strength and how long they remain active in the body. At least three factors are important to consider when judging the strength of an opioid and, therefore, its risk of causing an overdose:

- Prescription opioids come in short-acting and long-acting formulations. Short-acting and long-acting opioids contribute to overdoses in different ways. For example, oral methadone usually stays in the body for more than 24 hours and, therefore, can contribute to overdose risk over a long period of time. In contrast, intravenous fentanyl only lasts for a few minutes.
- Tampering with how an opioid medication is manufactured can turn a long-acting, less potent medication into a more potent, rapid-acting one. The medication becomes short-acting and more potent if an extended-release tablet is crushed.
- Rapid delivery of opioids via injection and smoking increases the overdose risk. The faster the opioid is delivered, the more intense the high, but also the greater risk of overdose. Injecting heroin delivers more opioids to the brain faster than sniffing. However, no delivery method protects an opioid user from overdose.

What is Fentanyl?

Pharmaceutical fentanyl is a synthetic opioid approved for treating severe pain, typically advanced cancer pain. It is 50 to 100 times more potent than morphine. However, illegally produced fentanyl is sold through illicit drug markets for its heroin-like effect, and it is often mixed with heroin or other drugs, such as cocaine, or pressed into counterfeit prescription pills. Since fentanyl is synthetic (made in a laboratory), it can be produced quickly and easily and is much less expensive on the illegal market.

Fentanyl is involved in more deaths of Americans under the age of 50 than any other cause, including heart disease, cancer, and all other accidents. Fentanyl is also involved in more American youth drug deaths than heroin, methamphetamine, cocaine, benzodiazepine, and other drugs combined. Illegally made fentanyl is the primary driver of the recent increase in U.S. overdose deaths, and fentanyl-involved deaths are the fastest growing among those 14 to 23 years old.

A large majority of street pills seized by law enforcement are counterfeit. Counterfeit pills are fake medications that have different ingredients than the actual medication. They may contain no active ingredient, the wrong active ingredient, or have the right ingredient but in an incorrect quantity. Counterfeit pills may contain lethal amounts of fentanyl or methamphetamine and are extremely dangerous because they often appear identical to legitimate prescription pills. The user is likely unaware of how lethal they can be. Fake pills have been found in 50 states. Fentanyl is cheap, potent, and profitable, so drug dealers use it to make fake pills. It can also be found in party drugs like cocaine and MDMA. New forms of this counterfeit drug are constantly emerging, the

most recent of which is “rainbow” fentanyl. According to the DEA, rainbow fentanyl is prepared to look like brightly colored candy and is intended to appeal to children and young adults.

What is an Opioid Overdose?

According to the CDC, an overdose is an injury to the body (poisoning) that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose, there are so many opioids, or a combination of opioids and other drugs, in the body that the victim becomes unresponsive to stimulation, and/or breathing becomes suppressed and inadequate. Those experiencing an overdose become unresponsive or unconscious because opioids fit into specific brain receptors that are responsible for breathing. When the body lacks oxygen, lips and fingers turn blue. These are signs that an overdose is taking place. A lack of oxygen eventually affects vital organs, including the heart and brain, leading to unconsciousness, coma, and death. Not all overdoses are fatal. With opioid overdoses, the difference between life and death depends on breathing and oxygen.

SIGNS OF AN OVERDOSE – WHAT TO LOOK FOR:

- Pale, blue, or cold skin
- Small, constricted pinpoint pupils
- Limp body response
- Slow, erratic, or undetectable pulse (heartbeat)
- Drowsiness or loss of consciousness
- Choking sounds or gurgling/snoring noise
- Slow, irregular, or ceased breathing
- Nonresponsive

To determine if the individual is experiencing an overdose, the most important things to consider are the presence of breathing and responsiveness to stimulation. There are some relatively harmless ways to stimulate a person. These strategies are yelling their name, shaking their shoulders, and rubbing closed fist knuckles up and down the front of the rib cage (called sternal rub) if they do not respond. If the individual responds to these stimuli, they may not be experiencing an overdose at that time. It is best to stay with the person and ensure that person wakes up. The person could later become unresponsive and would need help.

Naloxone Administration Protocol

Step (1) Call 911 An overdose is a medical emergency. It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications because of the overdose. Getting someone examined by a medical professional is an important part of reducing the harm associated with overdosing. Trained staff needs to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose of benzodiazepines, meth, cocaine, or alcohol.

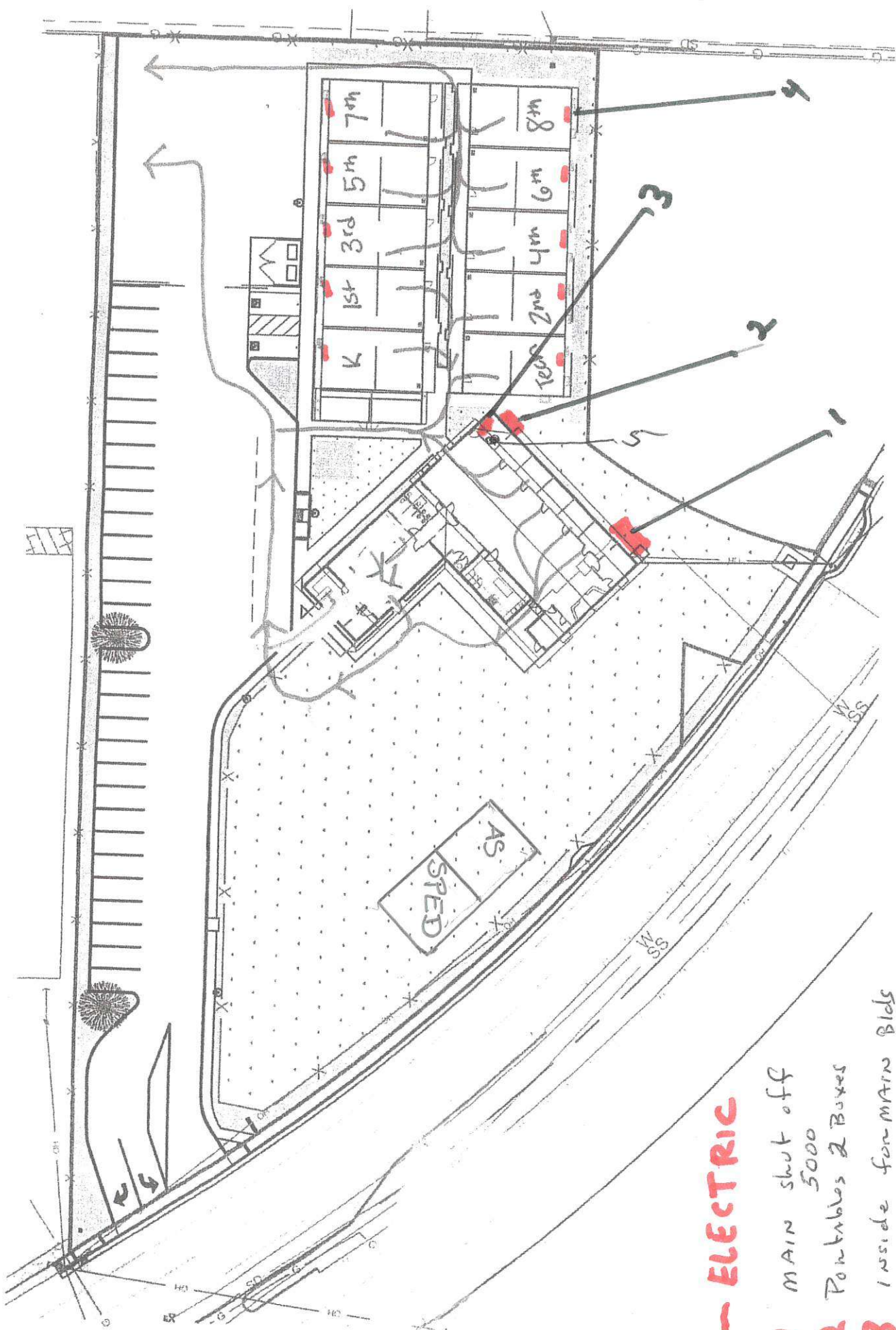
Step (2) Administer Naloxone (Narcan)

1. Open the Naloxone blister pack; do not push the plunger.
2. With the victim’s head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom.
3. Insert the atomizer fully and gently into their nostril
4. Push the plunger forward with the thumb and deliver spray of medication. (There is no need to plug the opposing nostril).
5. Place the person to their side (recovery position).
6. If the individual still does not respond within two (2) minutes, give a second dose in the opposite nostril.

Follow Up:

- If the victim is a student, contact the parent/guardian per school policy.
- Complete an Accident/Injury Report
- Facilitate a debriefing with responding staff
- Consider a plan of care for the student’s safe return to school

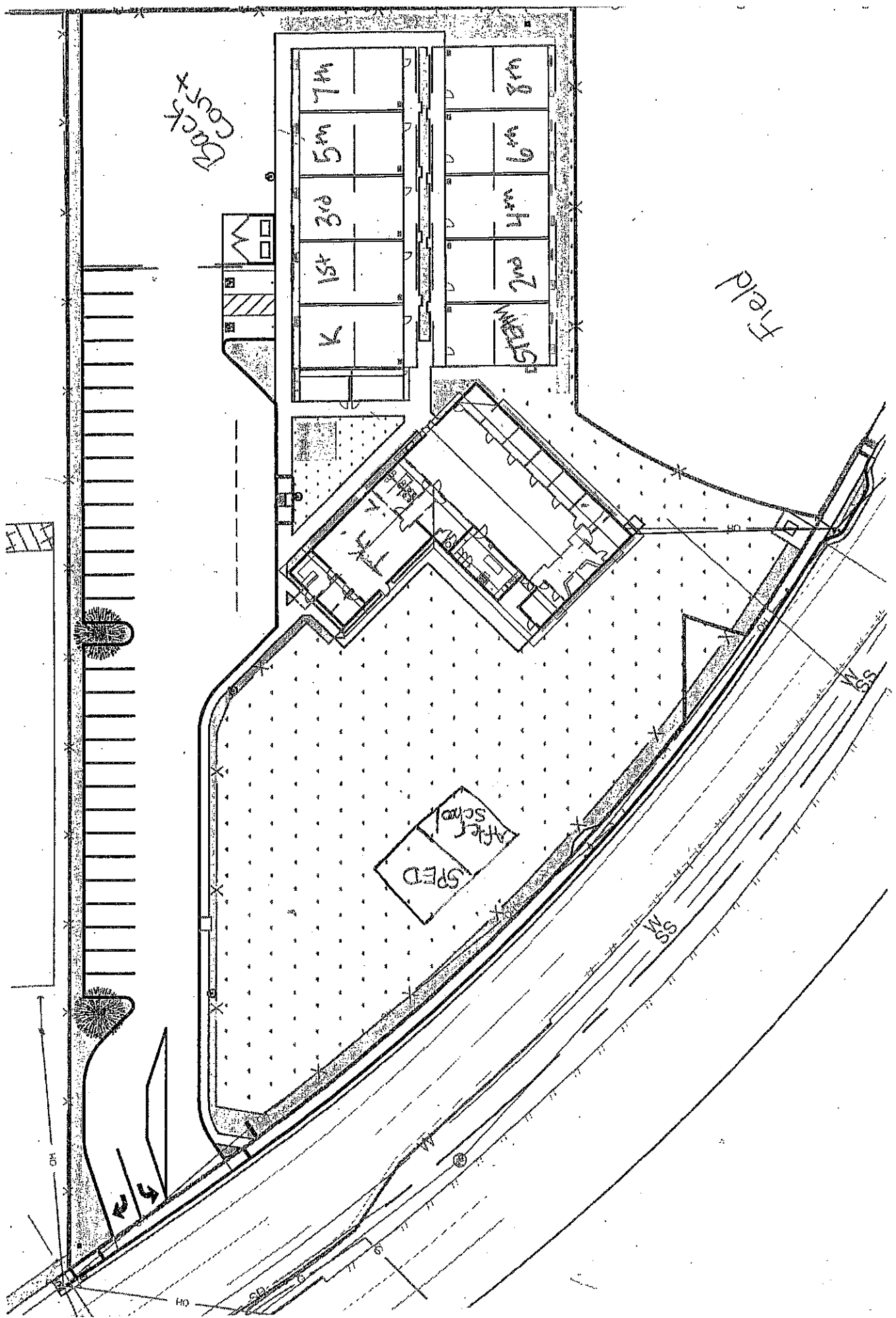
Emergency Evacuation Map



SOUTH

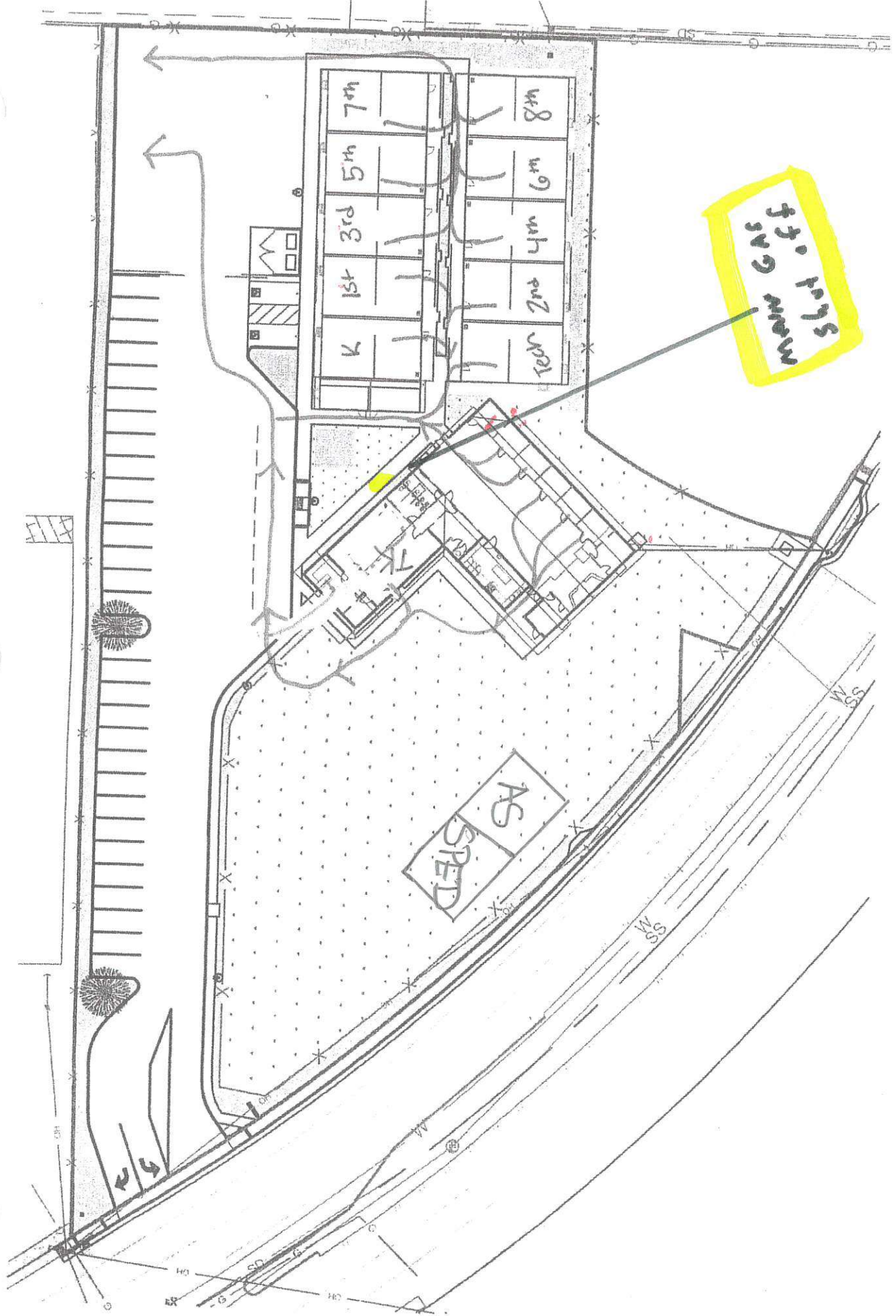
ELECTRIC

- 1 MAIN shut off
5000
- 2 Portables & Boxes
inside for MAIN Bldg
- 3 EACH Room shut off
10 Rooms
- 4
- 5 ALARM



ff. 1st 5m
ff. 2nd 4m
ff. 3rd 5m
ff. 4th 6m
ff. 5th 7m
ff. 6th 8m

AS
SPED





2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Redwood Preparatory Charter School	Redwood Preparatory Charter School	Karissa Feierabend Director	director@redwoodprep.org 7076826149

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 13, 2025 and adopted by Redwood Preparatory Charter School on May 13, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Redwood Preparatory Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- Remind App

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Throughout the emergency period, we will maintain regular two-way communication with families through weekly check-ins, virtual office hours, and progress monitoring to ensure continuous engagement and prompt response to emerging student needs.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Our school counselor and teachers (general education and special education) will conduct initial assessments to identify students requiring additional social-emotional support, mental health services, or academic intervention.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Redwood Preparatory Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality

- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Redwood Preparatory Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Redwood Preparatory Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Redwood Preparatory Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Redwood Preparatory Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

FROM: Karissa Feierabend

SUBJECT: November Meeting Date

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

Our regularly scheduled board meeting in November falls on Veteran's Day. The board meeting will need to be rescheduled. Possible dates include Wednesday, November 13th or Thursday November 14th.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve a new meeting date for November.

ATTACHMENTS: None

FROM: Karissa Feierabend

SUBJECT: 1st and 2nd Grade Report Cards

LCAP Goals:

Goal 1: Provide a safe and productive learning environment for all students

Goal 2: Improve Student Achievement

Goal 3: Improve regular student attendance, parent involvement, and continued school engagement

Core Values:

1. Academic Excellence
2. Social Responsibility
3. Shared Leadership
4. Community Involvement
5. Well-Rounded Child

BACKGROUND/SUMMARY:

Last fall, our school board approved new report cards for TK, Kindergarten, 3rd, 4th, and 5th grades. The report cards for 1st and 2nd grades still need board approval. The report cards for 6th, 7th, and 8th grades will stay the same.

The county office of education stopped using Core Growth, which was the old system we used for report cards. Because of this change, we needed to create new report cards for our students.

RECOMMENDED ACTION:

- ☐ Receive staff presentation and review questions with staff
- ☐ Open public comment
- ☐ Close public comment
- ☐ Board Discussion
- ☐ Recommendation - DIBI board member makes a motion to approve the updated 1st and 2nd grade report cards.

ATTACHMENTS: Revised 1st and 2nd grade report cards

M- Meets the standard
P- Progressing towards the standard
E- Emerging (Needs practice & support)
C- Concern Area (Far below the standard)

LANGUAGE & LITERACY SKILLS

READING	T1	T2	T3
Demonstrates phonemic awareness			
Determines the meaning of unknown words and phrases			
Reads high frequency/sight words			
Reads with accuracy and fluency			
Current Reading Level (DRA)			
Comprehends and discusses literature (fiction)			
Comprehends and discusses informational text (non-fiction)			
WRITING			
Appropriately uses capitalization and punctuation			
Uses appropriate grade level spelling			
Neatly writes upper and lower case letters with appropriate spacing			
Uses grade level grammar and sentence structure			
Writes and edits a narrative piece			
Writes and edits an informative/explanatory text			
Writes and edits an opinion piece			
SPEAKING & LISTENING			
Participates in collaborative conversations			
Asks and answers questions to clear up confusion			
Responds using age appropriate speech			

MATHEMATICS

OPERATIONS & ALGEBRAIC THINKING	T1	T2	T3
Demonstrates fluency in addition within 10			
Demonstrates fluency in subtraction within 10			
Add and subtract within 20			
Solves addition and subtraction word problems			
Uses properties of operations to add and subtract			
Determines the unknown number in an equation			
Determine if equations are true or false			
NUMBER & OPERATIONS IN BASE 10			
Counts, reads and writes numbers to 120			
Understands place value			
Uses multiple strategies to solve two-digit equations			
Mentally finds ten more or ten less than a two-digit number			
Add and subtract multiples of ten from multiples of ten			
MEASUREMENT & DATA			
Compares, orders and measures lengths of objects			
Tells and writes time to the hour and half hour			
Organizes, represents and interprets data			
GEOMETRY			
Identifies a geometric shape and its attributes			
Composes and decomposes 2D and 3D shapes			
Partitions circles and rectangles into halves and fourths			
PROBLEM SOLVING			
Applies mathematical thinking to solve problems			

Trimester 1 (T1) Comments	
Scores on the T1 report card are reflective of the grade-level expectations for T1. They are not reflective of the end of the year grade-level expectations/standards. Parent/ Guardian attended conference: Date:	
Trimester 2 (T2) Comments	
Scores on the T2 report card are reflective of the grade-level expectations for T2. They are not reflective of the end of the year grade-level expectations/standards. Parent/ Guardian attended conference Date:	
Trimester 3 (T3) Comments	
Placement for Next School Year:	
Teacher Signature:	

SOCIAL & EMOTIONAL LEARNING	T1	T2	T3
Self Control- Exhibits safe behavior, impulse control, stays seated in assigned areas, keeps hands to oneself, walks indoors, speaks in turn, maintains appropriate voice level.			
Respectful- Uses appropriate words and actions, exhibits positive interactions with peers, takes turns, shares materials, demonstrates honesty, empathy and cooperation			
Responsible- Readily follows directions, follows school rules, takes care of school materials, cleans up after self			
Self- directed- Ability to be responsible for one's own learning, works independently and asks for help when needed, makes productive use of class time			
Attentive- Listens and participates in class discussions and activities, focuses on tasks, maintains sustained attention span, engages in learning			
Diligent- Works to best of ability, actively engages in class activities, preserves through difficult tasks, timely completes classwork, tries new activities			

PHYSICAL DEVELOPMENT/EDUCATION	T1	T2	T3
Participation & Effort			
Sportsmanship			

ARTS & SCIENCES	T1	T2	T3
Science			
Social Studies			
STEAM			
The Arts: Music, Performing & Visual			

ATTENDANCE	T1	T2	T3
Days in Trimester			
Days Present			
Independent Study			
Days Absent			
Days Tardy			

SUPPORT SERVICES RECEIVED	T1	T2	T3
Speech & Language			
English Learner			
Special Education			
Intervention			
Social & Emotional Learning			

Redwood Preparatory Charter School

1st Grade Progress Report



Student Name	
Grade	
Teacher	
Year	

M- Meets the standard
P- Progressing towards the standard
E- Emerging (Needs practice & support)
C- Concern Area (Far below the standard)

LANGUAGE & LITERACY SKILLS

READING	T1	T2	T3
Phonics, word skills and decoding			
Reads with fluency & accuracy to support comprehension			
Reads grade-level literature (fiction) with understanding			
Reads grade-level informational text (nonfiction) with understanding			
Current Reading Level (DRA)			
WRITING			
Writes and edits a narrative story			
Writes and edits opinion pieces			
Writes and edits informative texts			
Uses grade level capitalization & punctuation			
Applies grade-level spelling			
Uses grade-level grammar and sentence structure			
Neatly writes uppercase & lowercase letters with appropriate spacing.			
SPEAKING & LISTENING			
Participates in collaborative conversations			
Uses grade level grammar, sentence structure and vocabulary in speaking			
Ask & answer questions to clear up confusion			

MATHEMATICS

OPERATIONS & ALGEBRAIC THINKING	T1	T2	T3
Fluently adds & subtracts within 20			
Add & subtract Within 100			
Add & subtract Within 1,000			
Solves addition & subtraction word problems			
Determine if a number is odd or even			
Uses equal groups or arrays as a foundation for multiplication			
NUMBER & OPERATIONS IN BASE 10			
Place value understanding			
Counts within 1,000			
Mentally add & subtract 10 and 100 to/from a given number			
MEASUREMENT & DATA			
Measures, compares & estimates lengths			
Uses addition & subtraction to solve word problems involving lengths			
Tells & writes time to the nearest 5 minutes			
Solves word problems with money			
Represents and interprets data			
GEOMETRY			
Identifies, draws and classifies geometric shapes			
Partitions & identifies circles and rectangles into equal halves, thirds and fourths			
PROBLEM SOLVING			
Uses mathematical thinking to solve problems			

Trimester 1 Comments	
Parent/ Guardian attended conference:	Date:
Trimester 2 Comments	
Parent/ Guardian attended conference:	Date:
Trimester 3 Comments	
Placement for Next School Year:	
Teacher Signature:	

SOCIAL & EMOTIONAL LEARNING	T1	T2	T3
Self Control- Exhibits safe behavior, impulse control, stays seated in assigned areas, keeps hands to oneself, walks indoors, speaks in turn, maintains appropriate voice level.			
Respectful- Uses appropriate words and actions, exhibits positive interactions with peers, takes turns, shares materials, demonstrates honesty, empathy and cooperation			
Responsible- Readily follows directions, follows school rules, takes care of school materials, cleans up after self			
Self- directed- Ability to be responsible for one's own learning, works independently and asks for help when needed, makes productive use of class time			
Attentive- Listens and participates in class discussions and activities, focuses on tasks, maintains sustained attention span, engages in learning			
Diligent- Works to best of ability, actively engages in class activities, perseveres through difficult tasks, timely completes classwork, tries new activities			

PHYSICAL DEVELOPMENT/EDUCATION	T1	T2	T3
Participation & Effort			
Sportsmanship			

ARTS & SCIENCES	T1	T2	T3
Science			
Social Studies			
STEAM			
The Arts: Music, Performing & Visual			

ATTENDANCE	T1	T2	T3
Days in Trimester			
Days Present			
Independent Study			
Days Absent			
Days Tardy			

SUPPORT SERVICES RECEIVED	T1	T2	T3
Speech & Language			
English Learner			
Special Education			
Intervention			
Social & Emotional Learning			

Redwood Preparatory Charter School

2nd Grade Progress Report



Student Name	
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Grade	
Teacher	
Year	