

**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
May 13, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

	Present	Absent
James Woolley, President	_____	_____
Emily Hobelmann, Vice President	_____	_____
Gnesa Kirchman, Treasurer	_____	_____
Diane Garrison, Secretary	_____	_____
Sarah Lourenzo, Member	_____	_____
Kyle Shamp, Member	_____	_____
Sarah Williams, Member	_____	_____
Amy Betts, FESD Superintendent	_____	_____

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. 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. INFORMATIONAL

- A. Acting President

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. April DIBI Minutes
- B. DIBI Financial Statements
- C. Approval of Warrants

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. Prospective Board Member Interviews**
- B. Review/Approve Reading Difficulties Screener**
- C. Review/Approve Discipline Matrix and Supporting Behavior Management Materials**
- D. Review/Approve June Board Meeting Dates**

VI. Adjourn to Closed Session

- A. Section 54957: PUBLIC EMPLOYEE APPOINTMENT- Title: Education Specialist
- B. Conference with Legal Counsel – Anticipated Litigation § 54956.9(b): 1 Case
- C. Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Director

VII. Return to Open Session

The president of the board will report out on any action taken while in closed session.

VIII. Future Business

IX. 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
April 8, 2025 at 5:30 p.m.

I. PRELIMINARY

A. CALL TO ORDER

James called the meeting to order at 5:30 pm

	Present	Absent
James Woolley, President	_x_	_____
Emily Hobelmann, Vice President	_x_	_____
Gnesa Kirchman, Treasurer	_x_	_____
Diane Garrison, Secretary	_x_	_____
Sarah Lourenzo, Member	_x_	_____
Kyle Shamp, Member	_x_	_____
Sarah Williams, Member	_x_	_____
Amy Betts, FESD Superintendent	_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. 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. INFORMATIONAL

- A. Teacher 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. March DIBI Minutes
- B. DIBI Financial Statements
- C. Approval of Warrants

Emily motioned to approve, Diana 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 2025-2026 Calendar and Instructional Minutes**

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

VI. Adjourn to Closed Session

James adjourned the meeting to closed session at 5:49.

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

VII. Return to Open Session

The president of the board will report out on any action taken while in closed session.

James returned the meeting to open session at 6:04 pm

James reported that no action was taken.

VIII. Future Business

- A. Future Agenda Items: Board Member Interviews for 2025/2026
- B. Director Evaluation
- C. Resource Teacher

IX. Adjournment

James adjourned the meeting at 6:05 pm.

Checks Dated 04/01/2025 through 04/30/2025 Filtered

Board Meeting Date 5/13/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000273850	04/07/2025	707 PEST SOLUTIONS	62-5800	Pest Service		425.00
3000273851	04/07/2025	ADVANCED SECURITY SYSTEMS	62-5800	Portable Camera Installation		4,222.49
3000273852	04/07/2025	American Express	62-4310	Art Class Supplies	70.45	
				ELOP Supplies	179.35	
				Facility Supplies	43.36	
				Family Events	123.16	
				LCAP Parent Night	174.28	
				School Supplies	113.39	
				UDL Supplies	534.74	
			62-5300	Resource Dues	60.99	
				Workshop Dues	390.00	
			62-5881	Fees	65.72	
			62-5950	Postage	5.58	1,761.02
3000273853	04/07/2025	BESC INC	62-5800	Service Call		160.00
3000273854	04/07/2025	Cal-Ore Grease Trap Services	62-5800	Grease Trap Service		375.00
3000273855	04/07/2025	CITY OF FORTUNA	62-5530	Monthly Statement		336.35
3000273856	04/07/2025	CRYSTAL CREAMERY	62-4700	Weekly Milk		413.64
3000273857	04/07/2025	CRYSTAL SPRINGS	62-4700	CGT Water		110.00
3000273858	04/07/2025	Demetrius DiStefano DBA Ferndale Tech	62-5845	Monthly Ninja Pro		515.00
3000273859	04/07/2025	Dream It Be It Afterschool	62-5300	Scholarship Dues		292.00
3000273860	04/07/2025	Emily Lancaster	62-5800	Technology Training		800.00
3000273861	04/07/2025	FORTUNA ACE HARDWARE	62-4310	Monthly Statement		145.63
3000273862	04/07/2025	J & G GARDEN	62-5800	Monthly Statement		810.00
3000273863	04/07/2025	RECOLOGY EEL RIVER	62-5560	Monthly Statement		498.41
3000273864	04/07/2025	STAPLES BUSINESS ADVANTAGE DEP	62-4310	Copy Paper		135.05
3000273865	04/07/2025	SYSCO	62-4700	Weekly Statement		2,709.11
3000273866	04/07/2025	U.S. CELLULAR	62-5900	Monthly Statement		150.47
3000273867	04/07/2025	YOUNG MINNEY & CORR LLP	62-5823	Monthly Statement		3,008.50
3000275502	04/24/2025	California Playgrounds	62-5800	Lunch Table Cover		7,705.23
3000275503	04/24/2025	Christy White, Inc	62-5822	Partial Audit Fees		1,089.00
3000275504	04/24/2025	COASTAL BUSINESS SYSTEMS	62-5623	Copier Lease		819.05
3000275505	04/24/2025	CRYSTAL CREAMERY	62-4700	Weekly Milk		192.98
3000275506	04/24/2025	Demetrius DiStefano DBA Ferndale Tech	62-5800	Monthly Statement		232.50
3000275507	04/24/2025	DEPARTMENT OF JUSTICE	62-5861	Fingerprints		32.00
3000275508	04/24/2025	DREAM IT, BE IT INC.	62-5300	Spring Camp Dues		200.00
3000275509	04/24/2025	FluentStream Technologies, LLC	62-5800	Monthly Statement		364.39
3000275510	04/24/2025	MISSION LINEN SUPPLY	62-4374	Custodial Supplies		618.24

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 04/01/2025 through 04/30/2025 Filtered

Board Meeting Date 5/13/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000275511	04/24/2025	ONTIVEROS & ASSOCIATES	62-5800	Lunch Table Cover		1,760.00
3000275512	04/24/2025	Optimum	62-5845	Monthly Statement		237.86
3000275513	04/24/2025	PRESENCE LEARNING, INC	62-5800	Monthly Statement		5,753.58
3000275514	04/24/2025	Quill LLC	62-4310	Office Supplies		168.47
3000275515	04/24/2025	SCHOOL PATHWAYS LLC	62-4450	SIS Pathways		83.98
3000275516	04/24/2025	SWRCB	62-5800	State Water Board		673.00
3000275517	04/24/2025	SYSCO	62-4700	Spring Camp	500.66	
				Weekly Statement	1,035.38	1,536.04
3000275518	04/24/2025	Carroll, Dawn J	62-5210	1st Grade Fieldtrip		490.00
3000275519	04/24/2025	CRYSTAL CREAMERY	62-4700	Weekly Milk		385.95
3000275520	04/24/2025	Dore, Katie L	62-5200	Hotel for PD		821.22
3000275521	04/24/2025	Drake, Morgan	62-4310	Family Events		57.22
3000275522	04/24/2025	DREAM IT, BE IT INC.	62-5612	May USDA		10,184.00
3000275523	04/24/2025	EMPLOYMENT DEVELOPMENT DEPT	62-9543	2025 Qtr 1 SDI		4,886.41
3000275524	04/24/2025	Head, Lori L	62-4310	UDL Supplies		493.70
3000275525	04/24/2025	JBs Janitorial & Maint Service	62-5800	Monthly Statement		3,138.00
3000275526	04/24/2025	Kendall, Kimberly A	62-4310	8th Grade Supplies		269.93
3000275527	04/24/2025	Laura Phelan-Shahin	62-5800	Monthly Statement		3,825.00
3000275528	04/24/2025	MGI	62-5612	Monthly Statement		300.00
3000275529	04/24/2025	MISSION LINEN SUPPLY	62-4374	Weekly Supplies		996.92
3000275530	04/24/2025	State of California - EDD	62-9540	2025 Qtr 1 SUI		206.96
3000275531	04/24/2025	SYSCO	62-4700	Weekly Statement		2,281.10
3000275532	04/24/2025	Threshold	62-4310	Visitor Badges		412.82
3000275533	04/24/2025	Carroll, Dawn J	62-4310	UDL Supplies		500.70
Total Number of Checks					50	67,583.92

Includes checks for only Bank Account COUNTY

Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTERI	50	67,583.92
	Total Number of Checks	50	67,583.92
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		67,583.92

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: New Board Member Elections

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 School Board will have one vacancy starting in August 2025. We have two prospective board members: Ryan Richardson and Shaney Carpenter. Each prospective board member has submitted a letter of interest. After interviewing the candidates, the DIBI board will need to take a public vote.

RECOMMENDED ACTION:

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

ATTACHMENTS:

Letters of Interest from Shaney Carpenter and Ryan Richardson

Ryan Richardson
2813 Kirby St
Fortuna, CA 95540
707-267-6988
Rrichardson564707@gmail.com

Dear Director and Redwood Preparatory Charter School (RPCS) Board,

I am writing to express my interest in serving as a member of the RPCS Board. Over the years, I have been continually impressed by the dedication demonstrated by the school's administrators, educators, and staff. Their commitment to the school's founding principles has been truly admirable.

I am proud to have two RPCS graduates and two more children currently attending. My children's success is a testament to the high standards and dedication maintained by the school. I would be honored to contribute to RPCS's continued success by serving on the Board.

Recently, I completed an assignment as the School Resource Officer for the Eel River Valley, during which I worked closely with administrators and staff from a wide range of schools. This experience gave me firsthand insight into the unique challenges schools face — from state-mandated policy changes and budget restrictions to managing difficult student and parent situations. I believe this experience will contribute to bringing a valuable perspective to the Board.

Additionally, my wife is a part-time employee at RPCS. I understand this presents a potential conflict of interest in certain matters, and I am fully prepared to recuse myself when appropriate.

Thank you for considering my application. I would welcome the opportunity to discuss my background and goals for the Board further. Please feel free to contact me at (707) 267-6988 or rrichardson564707@gmail.com.

Sincerely,
Ryan Richardson



Hello Redwood Prep Board of Directors,

My name is Shaney Carpenter. This has been my daughter Josie's first year at Redwood Prep as a kindergartener. I am interested in being considered for an opening on the board of directors.

I was raised in Humboldt County and attended Cal Poly Humboldt, where I earned a B.S in Biology and single subject teaching credential. I moved to the Sacramento area for 14 years where I spent 4 years as a high school science teacher before taking a pathway into the forestry-ag sector. My husband Ray and I had the opportunity to move back to Fortuna several years ago to be closer to family.

We have five dogs and one kid! Outside of work, I enjoy little garden projects, fitness with friends, and spending time in the mountains with our family. My daughter loves coming to school at Redwood Prep. As a board member, I would be interested in learning more about the school and what I can do to support teachers and students.

In reviewing candidates, I would like the board to know that my job requires me to travel at times. I will not be able to attend meetings during January and February, and it is possible I might miss another meeting or two due to work travel. I understand this is not ideal for a board member but would do what is needed to stay up to speed on school board business.

Thank you for taking the time to consider me.

Sincerely,

Shaney Carpenter

FROM: Karissa Feierabend
SUBJECT: Reading Difficulties Screener

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:

By July 1, 2025, all local educational agencies (LEAs), including our district, must approve and implement a valid, reliable, evidence-based reading difficulty screener for kindergarten through second-grade students.

This mandate, outlined in California Education Code Section 48021.5, aims to identify students at risk of developing reading difficulties early on, allowing for timely intervention and support. Proactive identification is crucial for improving literacy outcomes and ensuring all students have a strong foundation in reading.

Our K-2 teachers received professional development to understand the new requirements and review the different screening tools approved by the state of California. After reviewing our options, I recommend that the school board approve Multitudes, published by the University of California, San Francisco Dyslexia Center, which serves students in grades K–2 and is offered in English and Spanish.

RECOMMENDED ACTION:

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

ATTACHMENTS:

FROM: Karissa Feierabend

SUBJECT: Discipline Matrix and Supporting Behavior Management Materials

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 updated Student Discipline Matrix for Redwood Preparatory Charter School reflects our commitment to a restorative approach to discipline and a Multi-Tiered System of Supports (MTSS) framework. This revised matrix, informed by valuable feedback from teachers, classified staff, and parents, aims to foster a positive and supportive learning environment by focusing on repairing harm, building relationships, and promoting accountability. To provide a comprehensive understanding of our philosophical underpinnings and practical application of this approach, we have also developed a detailed cover letter.

In addition to the updated Discipline Matrix and accompanying cover letter, we have created user-friendly tools to support consistent implementation by staff. These include a standardized behavior tracking form and a clear levels of behavior chart designed for staff use. These resources will facilitate a consistent and progressive response to student behavior, ensuring that interventions and consequences are implemented fairly and effectively, while always considering the individual needs and circumstances of each student within our whole-child approach. We are confident that these updated materials will further enhance our ability to teach prosocial behavior and promote positive change within our school community.

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 Discipline Matrix and Supporting Behavior Management Materials

ATTACHMENTS: Discipline Matrix and Supporting Behavior Management Materials



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

Introduction to the Discipline Matrix: A Restorative Approach

At Redwood Preparatory Charter School, we believe that a restorative approach to discipline is essential for fostering a positive and supportive learning environment. Restorative practices focus on repairing harm, building relationships, and promoting accountability. This approach emphasizes the importance of understanding the root causes of misbehavior and working collaboratively to find solutions that address the needs of all parties involved.

Multi-Tiered System of Supports (MTSS)

We utilize a Multi-Tiered System of Supports (MTSS) framework to provide students with the appropriate level of support and interventions. MTSS involves three tiers of support:

- **Tier 1 (Universal):** These interventions are provided to all students and are designed to prevent and address common behavioral challenges.
- **Tier 2 (Targeted):** These interventions are targeted for students who require additional support beyond Tier 1 interventions.
- **Tier 3 (Intensive):** These interventions are individualized for students who need intensive support to address their behavioral needs.

Restorative practices are integrated into all three tiers of our MTSS framework. Research has shown that restorative practices can be effective in reducing negative behaviors, improving school climate, and enhancing student engagement (e.g., Restorative Justice Project, 2018).

Whole Child Approach

Our school is committed to a whole child approach, focusing on the social, emotional, and academic needs of each student. We believe that all students have the potential to succeed, and we strive to create a supportive and inclusive environment where they can thrive. Restorative practices nurture the whole child in the following ways:

1. Emotional Well-being:

- **Empathy and Understanding:** Restorative practices foster empathy by encouraging individuals to understand the impact of their actions on others. This helps students develop emotional intelligence and compassion.



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

- **Conflict Resolution:** Restorative circles provide a safe space for students to discuss conflicts, express their feelings, and find mutually beneficial solutions. This empowers them to manage their emotions effectively and resolve disagreements peacefully.

2. Social Relationships:

- **Community Building:** Restorative practices emphasize building strong relationships within the school community. This creates a sense of belonging and support, which is essential for students' social and emotional well-being.
- **Cooperation and Collaboration:** Restorative circles promote cooperation and collaboration among students. By working together to address issues and find solutions, students learn valuable social skills that will benefit them throughout their lives.

3. Academic Achievement:

- **Positive School Climate:** A restorative school climate characterized by respect, empathy, and understanding can have a positive impact on academic achievement. When students feel safe, supported, and connected to their school community, they are more likely to be engaged in their learning.
- **Accountability and Responsibility:** Restorative practices hold students accountable for their actions while also providing opportunities for them to make amends and learn from their mistakes. This can foster a sense of responsibility and ownership, which can lead to improved academic performance.

Student Discipline Code

The student discipline code applies to all students attending Redwood Preparatory Charter School (RPCS), including on-campus, off-campus, during school-sponsored activities, and through electronic means. Discipline should be progressive, considering the severity of the violation and the student's prior conduct. Suspension may be used as a last resort.

Restorative Approach to Discipline

The goal of discipline at RPCS is to teach prosocial behavior and promote positive change. A restorative approach focuses on understanding the root causes of behavior, repairing harm, and building relationships.



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

Key Elements of Restorative Discipline:

- **Understanding:** Students should understand why their behavior is unacceptable and the harm it has caused.
- **Reflection:** Students should reflect on their actions and consider alternative behaviors.
- **Support:** Students should receive support and guidance to learn new skills and make positive changes.
- **Repair:** Students should be given opportunities to repair the harm they caused.
- **Responsibility:** Students should take responsibility for their actions.

Discipline Interventions and Consequences

Restorative discipline and other corrective measures refer to more formal actions taken by site administration to maintain high behavioral expectations, holding all students accountable. These measures may be used in lieu of or in addition to traditional disciplinary actions, such as suspension. They may include:

- **Restorative conferences:** Meet with students, parents, and school administrators to discuss behavior and develop a plan for moving forward.
- **Behavior support plans:** Create individualized plans to address specific behavioral challenges.
- **Restitution:** Have students make amends for their actions.
- **Community service:** Involve students in community service projects.
- **Social Emotional Supports:** Refer students to additional support services.
- **Focused Learning Task:** Educational assignment or presentation may be assigned as an alternative method for students to demonstrate their understanding of improved problem-solving and conflict-resolution strategies

Consequences and Interventions

Understanding that consequences and interventions represent “teachable moments” is fundamental to a positive approach to discipline. The goal of progressive consequences and interventions is the teaching of prosocial behavior. Progressive consequences seek accountability and behavioral change. Prevention of negative behavior occurs by helping students learn from their mistakes. A restorative culture helps students who have engaged in unacceptable behavior to:

1. Understand why the behavior is unacceptable and the harm it has caused
2. Understand what they could have done differently in the same situation
3. Reflect on their personal feelings about what happened
4. Determine how to repair the harm and solve the problem



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

5. Take responsibility for their action
6. Be given the opportunity to learn prosocial strategies and skills to use in the future
7. Understand the progression of more stringent consequences if the behavior reoccurs

Consequences and interventions are most effective with students when they deal directly with the problem, in a way that is fair and impartial. These procedures were developed to establish a uniform Tiered Behavior Discipline Matrix. It is expected that this matrix would be followed and consistently enforced throughout RPCS. All school staff who are authorized to impose disciplinary actions are expected to do so in a prompt, fair and lawful manner, and to place emphasis on the student's ability to grow in self-discipline. All staff are to assure due process for students. When choosing interventions and consequences for a student's behavior, staff should consider the following factors:

1. Age, health, maturation and disability or special education status of the student
2. Student's prior conduct and record of behavior
3. Student's understanding of the impact of their behavior
4. Student's willingness to repair the harm caused by their behavior
5. Seriousness of the behavior offense and the degree of harm caused
6. Impact of the incident on overall school community
7. Whether the student's violation threatened the safety of any student or staff member
8. The likelihood that a lesser intervention or consequence would adequately address the violation

When students are disruptive or act inappropriately, staff shall determine the level of consequence and intervention needed to assist the student in bringing about proper conduct. Consequences should be paired with an appropriate intervention that reflects a culture of restorative practices. Levels of interventions and consequences shall be applied in a logical, appropriate, and consistent manner.

Redwood Preparatory Charter School

Discipline Matrix

Level 1	Incidental Behaviors- Classroom and Staff Managed Behaviors (Non-Recorded)					
<p>These interventions and consequences aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teacher are encouraged to try a variety of teaching and classroom management strategies. Below are possible interventions and consequences by teachers and administrators if applicable that may be used. Parent/Guardian notification required.</p>						
Behavior/Offense	Possible Interventions	Possible Consequences	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
Unsafe Behaviors Disrespectful (rude or dismissive) Disruptive or Unsafe Behaviors Ignoring Directions Poor Sportsmanship Unfinished Classwork or Missing Homework Name Calling Picking on, Bothering, or Distracting Other Students Use of Profanity (not directed at another person)	<ul style="list-style-type: none"> • verbal redirection • time out from preferred activity • practicing the skill • verbal corrective feedback • study hall • restate directions • clear expectations and modeling appropriate behavior • education on good sportsmanship 	<ul style="list-style-type: none"> • possible parent contact • restorative action plan • student verbal or written apology to persons affected • walking laps during unstructured times • student written reflection relevant to misbehavior 	No	NO	NO	NO
Level 2	Minor Behaviors- Staff Managed (recorded)					
<p>These interventions and consequences are used in response to a disciplinary referral, implemented by administrators. The aim is to include logical consequences and instructions, and supportive services needed to correct and improve behavior and ensure successful learning consistencies. Below are possible consequences and interventions that may be used. <u>Level 1 interventions and consequences may still apply, if applicable.</u></p>						
Behavior/Offense	Possible Interventions	Possible Consequences	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
Chronic Level 1 Infractions that impede the learning of self and others Academic Dishonesty (minor) Arguing with an Adult Disrespect (mocking or insults) Habitual Defiance Inappropriate Language directed at another person * Lying Minor Theft * Physical Contact * Technology Violation	<ul style="list-style-type: none"> • verbal redirection • time out from preferred activity • practicing the skill • verbal corrective feedback • study hall • restate directions • clear expectations • institute a behavior form • modeling appropriate behavior 	<ul style="list-style-type: none"> • parent guardian notification required • detention • student verbal or written apology • community service/energy replacement • conferencing • restorative activities • buddy classroom • loss of privileges • focused learning task • Saturday school 	Possibly	*Optional 1 to 3 day suspension *	NO	NO
Level 3	Administrator Managed- Major (Referred/Recorded)					
<p>Level 1 and Level 2 consequences may still be applied in addition to those listed in Level 3. If suspension is needed, the duration is to be limited as much as possible while adequately addressing the behavior. Alternatives to suspension should be considered before the removal of a student from the school environment. Removal from the school should focus on the severity of the behavior, and the safety of the school community, or because Level 1 and Level 2 interventions and consequences have failed to bring about proper conduct.</p>						
Behavior/Offense	Possible Interventions	Possible Consequences	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
Chronic Level 2 Infractions that impede the learning of self and others Abusive Language Academic Dishonesty (major) Cyber Bullying Fighting Level 1 (mutual combat resulting in minor injuries such as cuts or scrapes) or instigating a physical altercation Forgery Harassment including but not limited to sexual, physical, or racial Off School Grounds Major Theft Physical Aggression Plagiarism Property Damage Threats of Violence Vandalism	<ul style="list-style-type: none"> • SST • revise IEP or 504 if applicable • refer for school based supports • refer to school resource officer 	<ul style="list-style-type: none"> • parent guardian contact required • meeting with affected individuals resulting in an action plan • detention, structured learning environment • focused learning task, behavior contract • 1-5 day suspension • notify law enforcement (if appropriate) • possible referral for expulsion. 	YES	Optional 1 to 5 day suspension	May refer for expulsion if other means of corrective action have not brought about proper conduct or are not feasible or there is a continuing danger to the physical safety of the student or others.	If force likely to cause great bodily injury or if deadly weapon was involved.
Level 4	Illegal Violations (referred/recorded)					
<p>Mandatory removal from school and referral for expulsion for acts as specified in CA Ed. Code 48915(C1-5)</p>						
Behavior/Offense	Possible Intervention	Possible Consequences	Loss of Sports Eligibility	Suspension	Recommended for Expulsion	Law Enforcement Notified
Alcohol use/possession Arson Assault/threats Bomb Threat Committed robbery (taking property by force from someone) Drug use/possession Extreme Property Damage False Fire Alarm Tobacco use/possession	<ul style="list-style-type: none"> • alternate educational environment • 504 compliance check • manifestation determination (IEP only) 	5 day Suspension or recommendation for expulsion.	YES	5 days. Possible recommendation for expulsion.	YES, unless the administrator determines that expulsion should not be recommended under the circumstances or an alternative means of correction would adequately address the conduct.	YES



REDWOOD PREPARATORY CHARTER TIMBER WOLVES

Behavior Tracking Form

Student Name: _____

Reporting Adult: _____

Date of Incident: _____

Behavior Level:

- Chronic Level 1
- Level 2
- Level 3
- Level 4

Behavior of Concern: _____

Location: _____

Follow-Up:

- Restorative Practice
- Reflection Form
- Re-Teach Expectations
- Energy Replacement
- Consequence: _____
- Referred to Ms. Moe or Ms. Feierabend (chronic level 2, level 3 or level 4)
- Parent Contact

Signature of reporting adult: _____ Date: _____

*****Office Managed*****

Signature of Administrator or Designee: _____

Notes:

School Discipline Referral Levels

Handled by Teacher/Support Staff		Handled in Office	
Level 1 – Incidental Behaviors (Non-referred/Non-recorded)	Level 2 – Minor Behaviors (Recorded)	Level 3 – Major Behaviors (Referred/Recorded)	Level 4 – Illegal Violations (Referred/Recorded)
<ul style="list-style-type: none"> ● Restorative Practices ● Warning ● Verbal correction/redirection ● Reteach/practice ● Prompt Break ● Opportunity to reteach expectations 	<ul style="list-style-type: none"> ● Fill out BT Form ● Restorative Practices ● Classroom consequence ● Reflection ● Staff Handled ● Possible parent contact ● Buddy classroom ● Reteach ● Energy Replacement/ community service 	<ul style="list-style-type: none"> ● Fill out BT Form ● Restorative Practices ● Reflection ● Consequence decided by Administrator ● Contact Parent ● Reteach ● Friday Detention 	<ul style="list-style-type: none"> ● Fill out BT Form ● Restorative Practices ● Suspension from school ● Consequence decided by Administrator
<ul style="list-style-type: none"> ▪ Loud voices/yelling ▪ Inappropriate language ▪ Off-task behavior ▪ Name calling ▪ Noise making ▪ Disruptive or unsafe behaviors ▪ Minor Vandalism (trash, messes, bathroom etc) ▪ Disrespect (rude or dismissive) ▪ Ignoring directions picking on, bothering, or distracting others 	<ul style="list-style-type: none"> ▪ Physical Contact ▪ Inappropriate Language directed at another person ▪ Property Misuse ▪ Arguing with an Adult ▪ Technology Violation ▪ Habitual Defiance ▪ Lying ▪ Disrespect (insults or mocking) ▪ Academic Dishonesty (minor) ▪ Poor Sportsmanship ▪ Minor Theft In unsupervised area ▪ Chronic Level 1 infractions that impede the learning of others 	<ul style="list-style-type: none"> ▪ Inappropriate Language ▪ Cyber Bullying ▪ Physical Aggression ▪ Harassment including but not limited to sexual, physical, or racial ▪ Fighting ▪ Inappropriate location/out of bounds area ▪ Forgery ▪ Major Theft ▪ Academic Dishonesty (major) ▪ Plagiarism ▪ Property Damage ▪ Vandalism ▪ Threats of Violence ▪ Chronic Level 2 infractions that impede the learning of others 	<ul style="list-style-type: none"> ▪ Drug use/possession ▪ Alcohol use/possession ▪ Tobacco use/possession ▪ Weapon use/possession ▪ Truancy ▪ Arson ▪ Bomb threat ▪ False Fire Alarm ▪ Extreme property damage ▪ Vandalism ▪ Combustibles ▪ Assault/threats

FROM: Karissa Feierabend
SUBJECT: June Board Meeting

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:

We are required to hold two meetings in June, scheduled one day apart, to accommodate the Local Control and Accountability Plan (LCAP) process.

These two meetings will consist of:

- **A Public Hearing for the LCAP and Budget.**
- **A subsequent meeting for LCAP and Budget Approval.**

We have two potential date combinations for these meetings:

- **Option 1:** Monday, June 16th (Public Hearing) and Tuesday, June 17th (Approval)
- **Option 2:** Tuesday, June 17th (Public Hearing) and Wednesday, June 18th (Approval)

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 Monday, June 16th for the LCAP Public Hearing and Tuesday, June 17th for the regular board meeting.

ATTACHMENTS: None