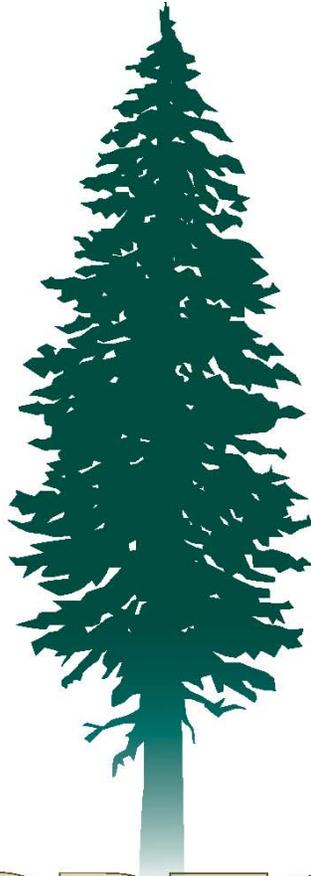


Forest Charter School Family Handbook



FOREST
CHARTER SCHOOL
Nurturing the Love of Learning

Forest Charter School

Family Handbook

Table of Contents

Welcome to Forest Charter School

- Mission Statement
- Code of Conduct
- Expected Schoolwide Learning Results
- School History
- Personalized Learning Philosophy
- Program Options – Independent Study/Homeschool, Block Classes, Co-ops, Online Classes, Academic Enrichment, Community Vendors, Career Technical Education
- WASC Accreditation (explanation with link to report)
- Academic Calendar

State and Federal Reporting

- Local Control and Accountability Plan (LCAP)
- Single Plan for Student Achievement
- School Accountability Report Card (SARC)

Enrollment

- Enrollment Policy

Program Details

- Required Learning Record meeting
- Master Agreement
- Attendance/work completion
- Student work samples
- Parent/Student Responsibilities
- Snow Days/School Closure
- Travel

Academics

- High School Graduation Requirements
- Graduation Requirement regarding: VAPA, World Language, and CTE
- 8th grade Graduation Requirements
- Course Catalog
- State Standards
- Report Cards/Grades
- Curriculum
- Advanced Placement (AP) Classes and Honors Classes
- a–g Courses

Assessment

- CAASPP Testing
- 9th Grade Math Placement
- Benchmark Assessments

College and Career

- College Admissions Guidance
- College Advisory Class
- Career Advisory

School Policies and Procedures

- Learning Center Behavioral Expectations/Dress Code
- Uniform Complaint Policy
- Harassment
- Suicide Prevention Policy
- Medication at School
- Firearm Storage Laws
- Concurrent Classes Policy
- Grade Level Policy
- High School Credits Policy
- Earned Credits Policy
- Minimum/Maximum Credit Policy (20/40 Rule)
- Incomplete Grades Policy
- Pass/No Pass Policy
- Promotion Retention Policy
- Dropping Classes Policy
- Retaking High School Classes Policy

Technology

- Technology Agreement
- Chromebooks
- FCS Student Email

School Safety

- Comprehensive School Safety Plan
- Emergency Specific Plans
- Maps
- Reunification Plans
- Drills
- Health and Safety Corner
- Access to Mental Health
- Rights for Pregnant and Parenting Teens
- Human Trafficking Prevention

Communication

- Newsletter
- Website
- ParentSquare
- Social Media
- Website Calendar

Student Support

- Special Education
- 504
- Student Study Team (SST) – Intervention
- English Learners (EL)
- Homeless Students
- Indian Education

Governance

- Charter Council

Foundation

- Mission

Welcome to Forest Charter School

➤ *Mission Statement*

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

➤ *Code of Conduct*

Students can demonstrate

Focus

Open-mindedness

Respect

Empathy

Self-reliance

Teamwork

as individuals, as members of a school, and as a part of a larger society

➤ *Expected Schoolwide Learning Results (ESLRs)*

- Think creatively and critically – Students will be active problem solvers and use multiple resources and approaches to develop and present original ideas
- Empathize and embrace diversity – Students will recognize and appreciate human differences
- Persevere – Students will endure in the face of challenges

➤ *School History*

Forest Charter School opened its doors in fall of 2002 upon the invitation of then sponsoring district, Twin Ridges Elementary School District. In July 2007 Forest Charter left Twin Ridges and, along with five other charters, joined together under the sponsorship of Nevada County Superintendent of Schools (NCSoS), an innovative leader in the charter school movement. These charters forged a unique concept of a charter cooperative, creating the Nevada County Charter Cooperative (NCCC).

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

community. Charter schools were envisioned to provide new, better, and more flexible and innovative opportunities for California students within the public school system.

As the charter school movement grew in California, so also evolved a partnership between members of the private homeschool community and public educators who saw great educational potential and value in learning opportunities beyond the classroom. The flexibility and innovation provided through Charter School law, teachers, parents, students, and administrators have successfully demonstrated that an effective learning “classroom” goes well beyond the walls of a standard public school building. The “hybrid” or “multi-strand” approach of the Personalized Learning model enables students to pursue learning choices that optimize their learning potential according to their individual needs.

➤ *Personalized Learning Philosophy*

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

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

Click the link for more information on [*Personalized Learning*](#).

➤ *Program Options*

- **Independent Study/Homeschool** – In this option, students work on subjects independently and parents are actively involved in their education. Students must regularly check in with their Supervising Teacher (ST), who monitors their progress and provides guidance in the areas of curriculum choice, personal learning styles, California content standards, and academic support. Click the link for more information on [*Independent Study/Homeschool*](#) program options.
- **Block Classes** – Forest Charter offers onsite block classes to students in grades K–12 at the Nevada City Learning Center. Our K–8 block class program provides a safe, clean, and harmonious place for children to learn and make friends. Students can choose from a variety of classes and get involved in activities and programs. Our High School block classes offer students

an opportunity for direct instruction in specific subjects to support their independent studies. We offer a variety of core and elective classes for which students can sign up. Click links for more information on [K–8 Block Classes](#) and [High School Block Classes](#).

- **Co-ops** – Cooperatives (or co-ops) and academies at Forest Charter School offer students a blended program of classroom time and homeschool/independent study. This unique educational model offers students a great deal of flexibility coupled with a small learning environment where each student's gifts are highlighted while fostering a sense of community. Each co-op or academy has its own individual structure and focus. Click the link for more information on our [Co-op Programs](#).
- **Online Classes** – FCS works with a variety of online providers. These classes allow students an additional approach to designing an academic program. Some classes allow students to create their own schedule while others have required times that a student must be online to access a certain lesson. All classes are structured to fulfill the required state standards. Ask your Supervising Teacher for more information about online classes.
- **Sierra College Academic Enrichment** – Forest Charter School students who meet the eligibility criteria can take a variety of classes through Sierra College and receive both college and high school credit. Please click the [link](#) for more information.
- **Community Vendors/Instructors** – For a list of Community Vendors/Instructors, as well as guidelines and requirements for participating in CVI courses, click the [link](#).
- **Career Technical Education (CTE)** – Forest Charter works with CTE Works through the Placer County Office of Education. For a current list of CTE courses, please contact one of our College Advisors. Click the link for contact information for [College and Career Center Advisors](#).

➤ *WASC Accreditation*

The Western Association of Schools and Colleges (WASC) is one of six regional accrediting associations in the United States. The Commission provides assistance to schools located in California and elsewhere. Click the link to view Forest Charter School's [2018 WASC Self-Study Report](#).

➤ *Academic Calendar*

Click the link to view the 2017/2018 [FCS Academic Calendar](#).

State and Federal Reporting

➤ *LCAP (Local Control and Accountability Plan)*

The LCAP is a state-required three-year plan that establishes goals, actions, and services, and identifies funding to support these services. It is designed by our school to address our unique

needs. This plan articulates specific goals, a plan to accomplish these goals, and the funding source to support them. Click the link to view FCS's [LCAP](#).

➤ *Single Plan for Student Achievement*

The Single Plan is Forest Charter School's plan for how we will improve student performance. The document articulates our yearly goals and our plan to achieve these goals. It also includes general demographic and testing data on which our plan is based. Click the link to view FCS's [Single Plan](#).

➤ *SARC (School Accountability Report Card)*

This document provides information about Forest Charter School regarding demographics, school facilities, our sponsoring agency, teacher credentials and qualifications, and testing results. It is primarily designed to provide parents with information and statistics about FCS when parents are trying to decide which school to attend. Click the link to view FCS's [SARC](#).

Enrollment

➤ *Enrollment Policy*

Forest Charter's enrollment policy articulates the process for enrollment in the school, including our articulated priorities the enrollment periods and the lottery process.

Click the link to view FCS's [Enrollment Policy](#).

Program Details

➤ *Required Learning Record meeting*

Parents and students work side by side with a highly qualified, California Credentialed Supervising Teacher (ST) to develop a program that supports the interests, talents, and goals of every student. Parents and students must meet regularly with their ST to receive support and review student learning. The Supervising Teacher guides parents in all aspects of their child's education and is responsible for collaborating with you to assign and evaluate student work, monitor attendance, and document student progress toward course completion.

➤ *Master Agreement*

The Master Agreement is a set of expectations signed by the student, the parent, and the Supervising Teacher regarding what the student will be studying each semester. It identifies the courses to be completed by the student. For elementary and middle school students, standards-based courses in language arts, mathematics, science, and social science are taken as well as physical education and special interest electives. At the high school level, courses on the Master Agreement lead students to a California high school diploma.

➤ *Attendance/work completion*

Attendance is tracked by the families and verified by the Supervising Teacher. This verification process is based on the work completed by the student. Families need to bring samples to each

Learning Record meeting that the ST can use to verify attendance. Please bring at least two samples of work from each subject to every Learning Record meeting.

➤ *Student work samples*

When you and your student meet with your assigned ST, your student must submit work samples for each of the classes in which he/she is enrolled. The ST uses these samples to document student attendance as well as to determine progress in each subject. Please bring at least two samples of work from each subject to every Learning Record meeting.

➤ *Parent/Student Responsibilities*

Parents play an essential role in educating their child. Please be sure to review the parent acknowledgement of responsibilities. Click the link to view the [Acknowledgement of Parent/Student Responsibilities](#).

➤ *Snow Days/School Closure*

Above all, please keep in mind that our main concern is your safety. One of the great things about a personalized learning program is that learning continues despite a snag in location. Please use good judgment and travel only if it is safe for you to do so.

Due to the diverse geography of our school, the different learning centers (i.e., Nevada City, Foresthill, and Truckee) will each make an individual determination as to whether or not to run the learning center classes and/or cooperative classes. We will do everything we can to inform you of our decision in a timely manner. Click link to view FCS's [Snow Days/School Closure Policy](#).

➤ *Travel*

Forest Charter School believes that travel enriches a student's world view and academic learning. Due to the flexible nature of our school, we are able to work with families who are planning trips. Families planning an extended trip, may need to disenroll from Forest Charter and then re-enroll (pending space in the school) upon their return. If a student needs to disenroll from school, he or she may lose their spot in a particular co-op, program, or class. Please work with your ST and/or the administration if you plan to take a trip during the school year. Click link to view FCS's [Student Travel Policy](#).

Academics

➤ *High School Graduation Requirements*

Click link to view Forest Charter School's [Graduation Requirements](#), as well as information regarding the California High School Proficiency Exam, and the University of California and California State University requirements.

➤ *Graduation Requirement Regarding: VAPA, World Language, and CTE*

To meet minimum graduation requirements, students must complete one of the following: either one year (10 credits) of foreign/world language OR one year of a Visual and Performing Arts

(VAPA) OR an approved CTE course. Students who plan to attend a four-year college must take a minimum of 10 credits of VAPA in the same discipline AND a minimum of 20 credits of the same world language. See our [High School Course Catalog](#) for more information on this requirement.

➤ *8th Grade Graduation Requirements.*

Students must successfully complete all 8th grade classes in order to graduate from 8th grade and move on to high school. They must also complete a project that focuses their interests and utilizes research, writing, and technology skills. Students present their projects at the end of the school year. Click the link for more information on [8th Grade Completion Criteria](#).

➤ *Course Catalog*

Click link to view FCS's [High School Course Catalog](#).

➤ *State Standards*

Click link for information regarding [California State Standards](#), including Parent Guides for Math and English/Language Arts by grade level.

➤ *Report Cards/Grades*

In grades K–7, report cards that indicate a letter grade are optional. In grades 8–12, report cards with letter grades are mandatory. In both cases, families will meet with their Supervising Teacher each month to review work and discuss each student's academic progress.

➤ *Curriculum*

The goal at Forest Charter School is to provide a rich curriculum foundation that supports the collaboration between students, parents, and teachers in their educational accomplishments. FCS offers an extensive collection of library books, reference materials, standards-aligned textbooks, audiovisual materials, study guides, test prep materials, and educational manipulatives which are available for checkout.

➤ *Advanced Placement (AP) Classes and Honors Classes*

Students may take courses through College Board's Advanced Placement program in AP Biology, AP U.S. History, AP Calculus AB, and/or AP English Literature and Composition. In addition, students may study on their own in preparation for taking additional AP tests in other subjects. All tests are offered in May.

➤ *a–g Courses*

Forest Charter School offers a full menu of courses that meet the a–g admission requirements for the University of California and the California State University. Click the link to view the list of Forest Charter [courses that are a–g approved](#) by UC/CSU.

Assessment

➤ *CAASPP Testing*

The California Assessment of Student Performance and Progress (CAASPP) Test is given in the spring to students in 3rd–8th grades and in 11th grade. The assessment focuses on the areas of English language arts/literacy, Math, and Science.

➤ *9th Grade Math Placement*

To determine the mathematics course placement of students entering 9th grade, Forest Charter School takes multiple measures into consideration, including a placement test, CAASPP test scores, final grade in mathematics from 8th grade report card, and recommendations from the previous math teacher.

Click link for more information regarding FCS's [Mathematics Placement Policy](#).

➤ *Benchmark Assessments*

Benchmark assessments are a required part of the Forest Charter School program. FCS uses these assessments to help us determine the following:

- To ensure that all students are meeting grade level standards
- To identify students in need of intervention (i.e., working below grade level)
- To identify the specific area of need and thereby inform the intervention process and support students

College and Career

➤ *College Admissions Guidance*

The College & Career Center's mission is to provide information and resources to help guide students and parents through high school and towards their post-secondary paths. The College & Career Center facilitates college and career guidance and testing through individual appointments and College Advisory classes.

Click the link for more information about FCS's [College and Career Center](#).

➤ *College Advisory Class*

The College and Career Center also offers College Advisory classes that students can begin taking in the spring semester of their junior year and continue taking through spring semester of their senior year. Topics covered include college planning, SAT/ACT preparation, personal narrative writing, and financial aid.

➤ *Career Advisory*

To meet minimum graduation requirements, students must complete a 2.5-credit Career Advisory class.

School Policies and Procedures

Below, please find a short list of commonly referred to polices. For a complete list of FCS policies, please click here: [Policies and Procedures](#).

➤ *Learning Center Behavioral Expectations/Dress Code*

This [document](#) articulates the behavioral expectations for our learning centers and includes the Forest Charter School dress code.

➤ *Uniform Complaint Policy*

Click link to view the [Uniform Complaint Policy and Procedure](#).

➤ *Harassment*

Click the link to view the [Title IX Harassment, Intimidation, Discrimination, and Bullying Policy](#).

➤ *Suicide Prevention Policy*

Click the link to view the [Suicide Prevention Policy](#).

➤ *Medication at School*

Click the link to view the [Administration of Medication Policy](#).

➤ *Firearm Storage Laws*

Click the link to view the [Firearm Storage Laws](#).

➤ *Concurrent Classes Policy*

Better learning occurs when students master skills before moving on to the next skill. As such, FCS does not allow students to take classes in the same subject concurrently.

Click link to view the [Concurrent Classes Policy](#).

➤ *Grade Level Policy*

High school grade level is determined by the student's year in school, not by the number of credits earned. Click link to view the [Grade Level Policy](#).

➤ *High School Credit Policy*

Students may only earn high school credit if they are enrolled in grades 9–12. FCS encourages middle school students to complete rigorous coursework, but high school credit will not be granted.

Click link to view the [High School Credit Policy](#).

➤ *Earned Credits Policy*

FCS believes students should be held to a certain standard of work and that that level of work should be reflected in a student's final semester grade rather than in adjusting the number of credits earned. FCS classes, in general, are worth 2.5 or 5 credits per semester.

Click link to view the [Earned Credits Policy](#).

➤ *Minimum/Maximum Credit Policy (20/40 Rule)*

Students must take, at minimum, 20 credits through FCS's courses, and at a maximum 40 credits each semester. In addition, students must pay particular attention to classes taken through Academic Enrichment so that the maximum credits are not exceeded.

Click link to view the [Minimum/Maximum Credit Policy](#).

➤ *Incomplete Grades Policy*

A grade of Incomplete may be issued for a student due to unforeseeable circumstances with the approval of the Academic Dean.

Click link to view the [Incomplete Grades Policy](#).

➤ *Pass/No Pass Policy*

Pass/No Pass grades can pose possible limitations for post high school options; therefore, FCS only allows students to take PE and elective courses for Pass/No Pass credit.

Click link to view the [Pass/No Pass Policy](#).

➤ *Promotion/Retention Policy*

The FCS Review Board and Executive Director consider multiple factors when a student wishes to be promoted or retained.

Click link to view the [Promotion/Retention Policy](#).

➤ *Plagiarism/Cheating Policy*

Plagiarism and/or cheating is not allowed under any circumstances.

Click link to view the [Plagiarism Policy](#).

➤ *Dropping Classes Policy*

Students wishing to drop a class must do so by the deadline, which is usually about eight weeks into the semester. Otherwise, the class will remain on the student's transcript regardless of the grade earned.

Click link to view the [Dropping Classes Policy](#).

➤ *Retaking High School Classes Policy*

While FCS encourages students to improve their understanding of subject material, retaking courses may have an implication on a student's transcript. Therefore, FCS has created a procedure to guide students in retaking courses.

Click link to view the [Retaking High School Classes Policy](#).

Technology

➤ *Technology Agreement*

The FCS technology agreement articulates expectations including but not limited to the following:

- Describes best practices for use of all provided technology including internet usage, provided software, and hardware.
- Outlines the responsibilities expected of both parents and students when using FCS-issued technology.
- Provides an understanding of different technology options to fit the varied needs of all our Forest Charter families.
- Details our Google Suite for Education program, Student Portal, and other frequently used online tools.

Click link to view FCS's [Technology Agreement](#).

➤ *Chromebooks*

Forest Charter School provides chrome books for students in grades 6–12 who are enrolled in one of our co-op programs as well as for students in grades 9–12 who are taking at least one core block class. Other students can use a portion of their instructional funds to get a school chrome book.

➤ *FCS Student Email*

Students in grades 6–12 are given a Forest Charter School email. Many teachers use this email to communicate with students and it is essential for any class using google suite. Please talk with your Supervising Teacher about how to access it.

School Safety

The safety and well-being of our students is paramount. To that end, Forest Charter School has developed and/or implemented the following:

➤ *Comprehensive School Safety Plan*

Forest Charter School has developed a comprehensive school safety plan that meets all the state and federal guidelines, including incident command plans, suicide prevention, and bullying prevention. This plan is reviewed and updated annually.

➤ *Emergency Specific Plans*

FCS has developed an appendix with detailed plans for a variety of emergency situations for each of its learning centers.

➤ *Maps*

FCS has a series of maps for evacuation, gas, electrical and water shut offs, and hazardous material storage.

➤ *Reunification Plans*

In some emergencies, we may need to use an alternate location for parents to pick up their students. This reunification site will be determined by the specific emergency and/or by direction from law enforcement. We will use our all call system to communicate with families the reunification site location.

Please note: We can only release students to someone listed on their emergency form.

➤ *Drills*

FCS runs drills at least twice during the school year at each of its learning centers to prepare for a variety of emergencies.

➤ *Health and Safety Corner*

Hosted on our website, the [Health and Safety Corner page](#) has a variety of information and resources such as information regarding our safety plan, bullying and cyberbullying prevention, suicide prevention, health information, technology safety, and [local resources](#).

➤ *Access to Mental Health Services*

Our staff cares about the mental health of our students. If you think your child may need additional mental health support, we want to help you get started. Please click the link for [information](#) about how to access mental health services on our campus and in our community.

➤ *Rights for Pregnant and Parenting Teens*

Pregnant and parenting pupils are entitled to [accommodations](#) that provide them with the opportunity to succeed academically while protecting their health and the health of their children. The Legislature has established several accommodations including but not limited to the following as rights of pregnant and parenting pupils:

- A pregnant or parenting pupil who does not wish to take all or part of the parental leave to which they are entitled shall not be required to do so.
- A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the pupil's physician.
- When a pupil takes parental leave, the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

- During parental leave taken, a local educational agency shall not require a pregnant or parenting pupil to complete academic work or other school requirements.

➤ *Human Trafficking Notice (AB 1861 & SB 1104)*

The information below comes from Protect Now. You can find information on their website (<http://protectnow.org/>). Another helpful website is the National Human Trafficking Resource Center (<https://humantraffickinghotline.org>).

Definition of Human Trafficking

The Trafficking Victims Protection Act of 2000 (TVPA) defines “severe forms of trafficking in persons” as follows:

- **Sex Trafficking:** the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion. or in which the person induced to perform such act has not attained 18 years of age.
- **Labor Trafficking:** the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.

How Victims Are Trafficked

Many victims of trafficking, particularly women and children, are exploited for purposes of prostitution and pornography. However, trafficking also takes place in diverse labor contexts, such as domestic servitude, small businesses, factories, and agricultural work. Traffickers use force, fraud and coercion to compel women, men, and children to engage in these activities.

Please see our website for more [information](#) about human trafficking.

Communication

➤ *Newsletter*

Forest Charter sends out a newsletter by email to parents five or six times during the school year. Click the link to view the [current newsletter or past newsletter archives](#).

➤ *Website*

The Forest Charter School website can be found at www.forestcharter.com. The website houses a wealth of information about our school as well as resources to support families. Be sure to check out the information located under the Current Families tab.

➤ *ParentSquare*

ParentSquare is our main communication system. We will use it to send things to you through email, text and/or phone, depending on the situation.

➤ *Social Media*

Forest Charter hosts two Facebook pages. Please be sure to visit our main [Facebook page](#). The Truckee Learning Center also has its own [Facebook page](#).

➤ *Website Calendar*

Click the link to view the [calendar](#) on the FCS website.

Student Support

➤ *Special Education*

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

➤ *504 Plan*

When appropriate, Forest Charter will use a 504 Plan to allow accommodations and/or modifications to support a student's education. Forest Charter School also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied benefits a free and appropriate public education, or otherwise be subjected to discrimination under any program of Forest Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Forest Charter School.

➤ *Student Study Team (SST) – Intervention*

Forest Charter School focuses on providing early intervention in order to support student learning. If a student is not making adequate progress an SST meeting is scheduled. The SST team meets to identify the student's strengths and needs in order to determine the best steps and curriculum to address these needs. Then, student progress is monitored and reported back to the SST team at subsequent meetings.

➤ *English Learners (EL)*

Forest Charter School always takes each individual student's needs into consideration when choosing curriculum for English Learners (EL). Forest Charter School will comply with all applicable state laws regarding English Language Learners

➤ *Homeless Students*

The McKinney-Vento Education of Homeless Children and Youth Assistance Act provides school-aged youth experiencing homelessness with additional support and services to ensure that all students have equal access to educational opportunities. Under the act, each site is required by law to have a liaison who coordinates services related to the act. Families who are experiencing

homelessness should reach out to their designated McKinney-Vento site liaison to inquire about services and programs that their child may qualify for. Services that your school may be able to provide include:

- Assistance with gathering educational records from the last school attended
- Referrals to community resources
- Enrollment in Free and Reduced Lunch programs
- Financial assistance for educational needs

Contact your site liaison for more information and assistance with enrolling in these programs.

Click the link to view the [Education for Homeless Children and Youth Policy](#).

➤ *Indian Education*

The Indian education program is run through the Nevada County office of Education. Students who qualify are eligible for additional services and support.

Click the link to for more information from [NCOE](#).

Governance

➤ *Charter Council*

Forest Charter School is governed by the Charter Council, a volunteer group comprised of five to seven directors. The directors are comprised of parents/guardians with currently enrolled children, except that one of the directors can be a community member without a currently enrolled child in Forest Charter. The parents are elected by the school parent population and the community member is appointed by the board. The executive director and other school officials participate as non-voting members who provide educational and fiscal information and updates on the operations of the school. The Charter Council holds monthly meetings, which are open to the public.

Click the link for more information on the [FCS Charter Council](#).

FCS Foundation

➤ *Mission*

The Forest Charter School Education Foundation is a non-profit public benefit corporation that is committed to supporting Forest Charter School. The Foundation's goal is to raise funds for Forest Charter School through activities such as fund drives, fundraising efforts, and grant writing.

Click the link for more information on the [FCS Education Foundation](#).