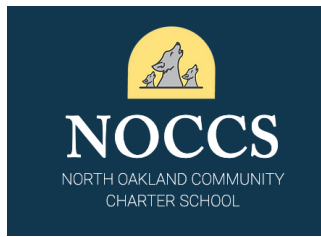


North Oakland Community Charter School  
Student and Family Handbook  
School Year: 2022-2023

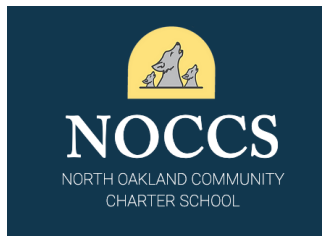


## **North Oakland Community Charter School: General Information**

- **Address:** 1000 42<sup>nd</sup> Street, Oakland, CA 94608
- **Phone:** (510) 655 – 0540
- **Email:** [office@noccs.org](mailto:office@noccs.org) or [director@noccs.org](mailto:director@noccs.org)
- **Website:** [www.noccs.org](http://www.noccs.org)
- **Office Hours:** 8:00 AM – 4:00 PM
  - **Building Hours:** 7:30 AM – 6:00 PM
  - **Teacher Hours:** 8:00 AM – 4:00 PM
  - **Student Hours (K-5):** 8:15 AM – 3:00 PM
  - **Student Hours - Wednesdays (K- 5):** 8:15 AM – 1:30 PM
    - Please follow up with your child’s teacher for teacher specific office hours

### **Family Teacher Organization**

The Mission of the NOCCS Family-Teacher Organization (FTO) is to develop and provide opportunities for open communication, learning, volunteering and support within the NOCCS community, and to align these efforts with the school's mission and core principles. Since its inception in 2000, NOCCS has grown from a one-room classroom, to a thriving K-5 school. NOCCS has a long-standing tradition of strong parent support and volunteerism, and with its continued growth as a school, acknowledges the broader need for a family-teacher organization. The FTO was created in 2013 to formalize, improve and sustain parent and teacher engagement in the school community. All NOCCS families and teachers are encouraged to participate in the NOCCS Family-Teacher Organization and be a part of making NOCCS an even better school for our kids. **The NOCCS FTO meets on the first Thursday of every month at 5:30 p.m. starting August 11th. You can reach the leadership of the FTO by emailing [fto@noccs.org](mailto:fto@noccs.org)**



## **2NOCCS Mission Statement**

The North Oakland Community Charter School is a public school dedicated to helping children become thoughtful, informed, and inquisitive citizens.

NOCCS is a vibrant, diverse learning community driven by respect for each child's unique intelligence and history. The school's dynamic and challenging educational approach deepens the intellectual and social capacities of each child.

## **NOCCS Core Principles**

The founders of the North Oakland Community Charter School developed ten principles that anchor and guide our community and its work, and provide a vision to which we aspire.



### **Respect for children and their learning**

At the heart of our school is a profound appreciation, attentiveness, and respect for children's ideas. Our teachers learn by looking closely at children's understanding, and how their questions and curiosity lead them to explore their world. The insights they garner from these observations inform their practice in a powerful way



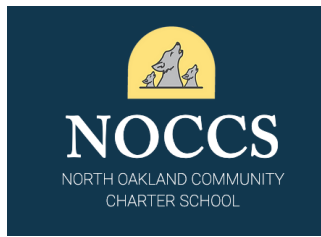
### **High expectations**

We believe that attention to children's thinking goes hand in hand with the high expectations and rigorous academic standards we hold for children's work. Sharing, critiquing, and reflecting on student work help our students improve their work and performance. In this way, our school encourages children to reach beyond their limits.



### **A caring community of learners**

Our school seeks to be a place where teachers, parents, and children create stable, warm, supportive relationships. We believe that the social climate is as important as the academic subjects taught in our classrooms. It is within the safe harbor of caring, compassionate relationships that children and adults are inspired to produce their best work.



### **Valuing diversity**

We are committed to ensuring that the diversity of North Oakland is represented in our school -- its students, faculty, and governance. Our learning community seeks to be a dynamic exchange of the perspectives, talents, and ideas of all its members. Students, parents and faculty are encouraged to draw on, value, and respect the richness of their own and each other's cultures and histories, together with those of other communities.



### **Connections to the world**

Our school seeks to bring the world into the classroom and the classroom into the world.



### **A commitment to equity**

Our school believes that all children can learn at a high level and that any child's intellectual and social growth can be developed through practice and effort. Race, culture, income, and ethnicity will not be predictors of achievement. Instead, our school holds uncompromisingly high standards for all of its students, while providing active and flexible support to ensure their success.



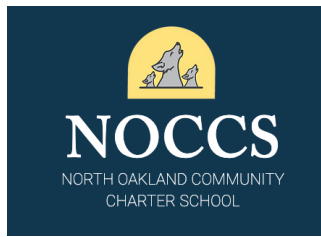
### **Families' contributions**

Families are their children's first and most important teachers. They create the bridge between the cultures that children bring from home to the one they create at school. Parents and caregivers understand their children -- their passionate interests, their character, and their learning styles. When they share their wealth of knowledge with teachers both are better able to support children's social, academic, and intellectual growth.



### **Respect for teachers and teaching**

Our teachers bring a deep understanding of subject matter, children and their learning, and the craft of teaching. We respect their knowledge and support their growth and development as professionals and learners.



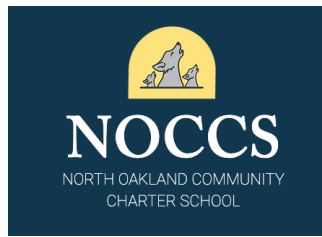
### **Creativity**

Our school seeks to be a place where learning is graced with the creativity and inventiveness of children. Art in all its forms -- painting, dance, music, drama, poetry, and storytelling -- are routes for children to examine, interpret, and render the world. Art is a tool of the imagination. But it is also a vehicle of the intellect that allows children to demonstrate and construct their knowledge across the disciplines.



### **Teaching for understanding**

In our school, teachers seek to design thought-provoking tasks that call on students to demonstrate a deep understanding of important subject matter. Using various forms of inquiry that engage their curiosity and wonder, students ask probing questions, conduct research, test their theories, make inferences, connect what they learn to the real world, and ultimately, apply their understanding on their own.



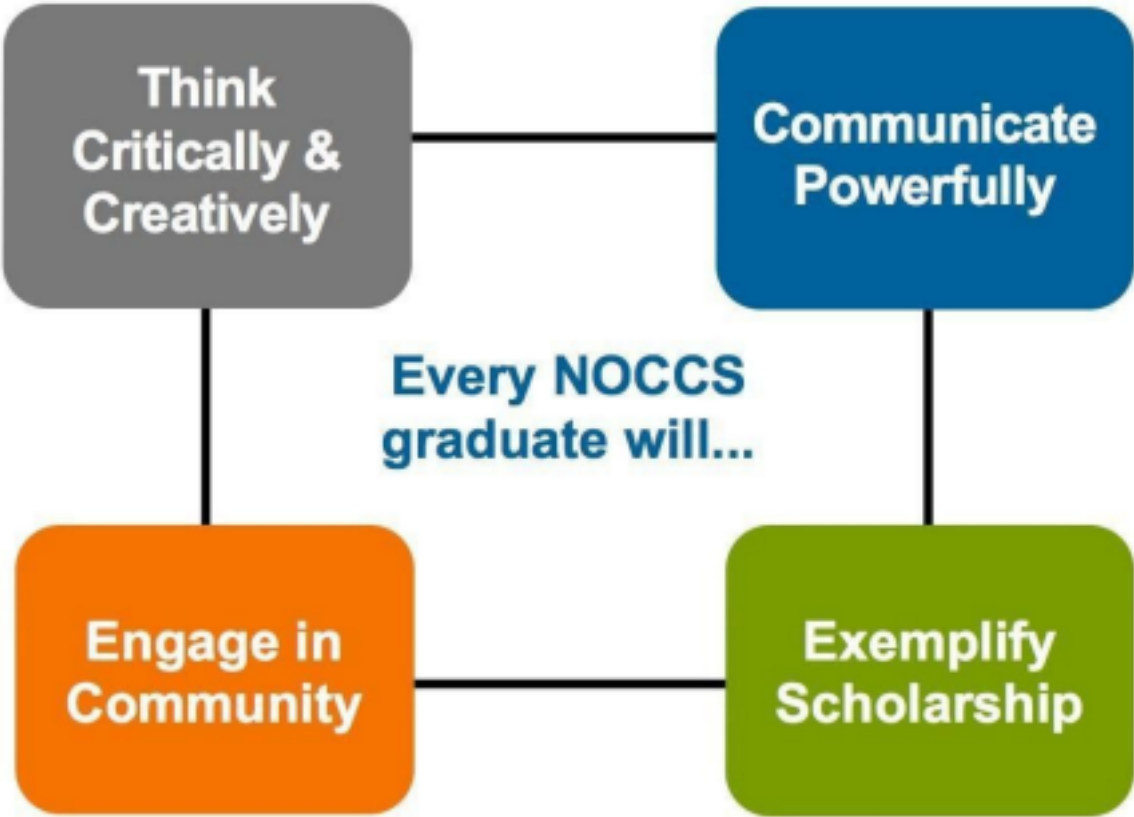
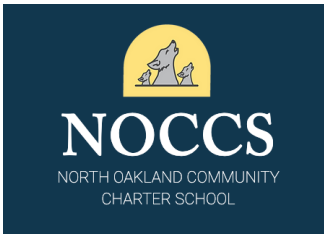
## **NOCCS Graduate Profile**

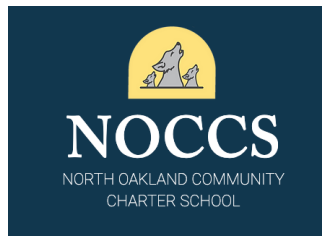
The NOCCS Graduate Profile was developed through input from students, families, and staff. With the support of Envision Learning Partners, our staff completed this profile in the Summer of 2012.

It articulates our vision of what we want all 5<sup>th</sup> grade graduates to know and be able to concretely demonstrate upon the completion of their educational careers at NOCCS.

The NOCCS Graduate Profile also articulates what we want all students – at every developmental level – to grow in and work towards throughout their K-5 education.

In the future, we envision that this set of outcomes will be used as the basis for a new and exciting set of authentic, performance-based assessments – including K-5 digital portfolios, progress report and conference systems, and portfolio defense presentations. We believe this new generation of assessments will give both our students and our school a distinct advantage in proving that they are well-prepared for success in high school, college, and as “thoughtful, informed, and inquisitive citizens”.





## **Positive Behavior at NOCCS**

### **NOCCS' Approach to Comprehensive Student Support**

We believe that everyone – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at NOCCS.

To that end we have, since our inception, continued to develop what we now call our Comprehensive Student Support Model. This model draws from a variety of resources that we believe are consistent with NOCCS' mission, guiding principles, and education program to create a web of supports and strategies that we use to build and maintain a safe, respectful, progressive, and equitable approach to building our classroom and school's positive climate. These resources include:

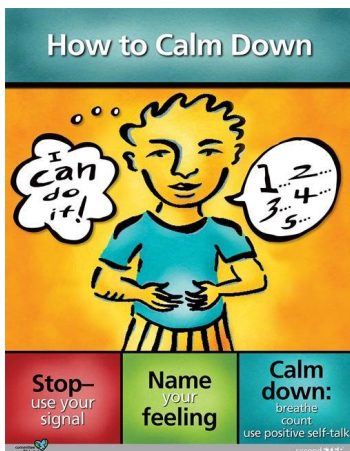
- a reflection room for students to reset and learn about positive behavior
- social-emotional curriculum in each classroom (SEL) and Kickboard
- an alternative to suspension system and response to Intervention team to support students with specific behavior or academic needs.

These resources, combined with our own education model, beliefs, and practices have been drawn together to create our principles for the Comprehensive Student Support System.

### **Reflection Room**

The NOCCS Reflection Room is a place for students to reset and learn about positive behaviors. The NOCCS Reflection Room is committed to ensuring that our students and staff experience a **Respectful, Equitable, Accountable, Ally, Leadership** environment that is safe and scholarly, while embracing a structure of peer to peer peacemaking whenever necessary for the social and emotional well-being of our NOCCS community.

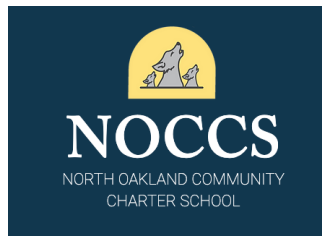
### **Second Step (Socio Emotional Learning)**



Children benefit from social-emotional learning (SEL) at any time, but today it's especially important to help them develop the skills they need to connect and thrive. A leading SEL elementary school curriculum, Second Step® Elementary is research-based and easy to teach, adapt, and scale. The program now offers two options: the web-based and teacher-facilitated [digital program](#) and our print-based [classroom kits](#) supplemented by online resources.

SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. In a world where emotional intelligence is critical for lifelong happiness,





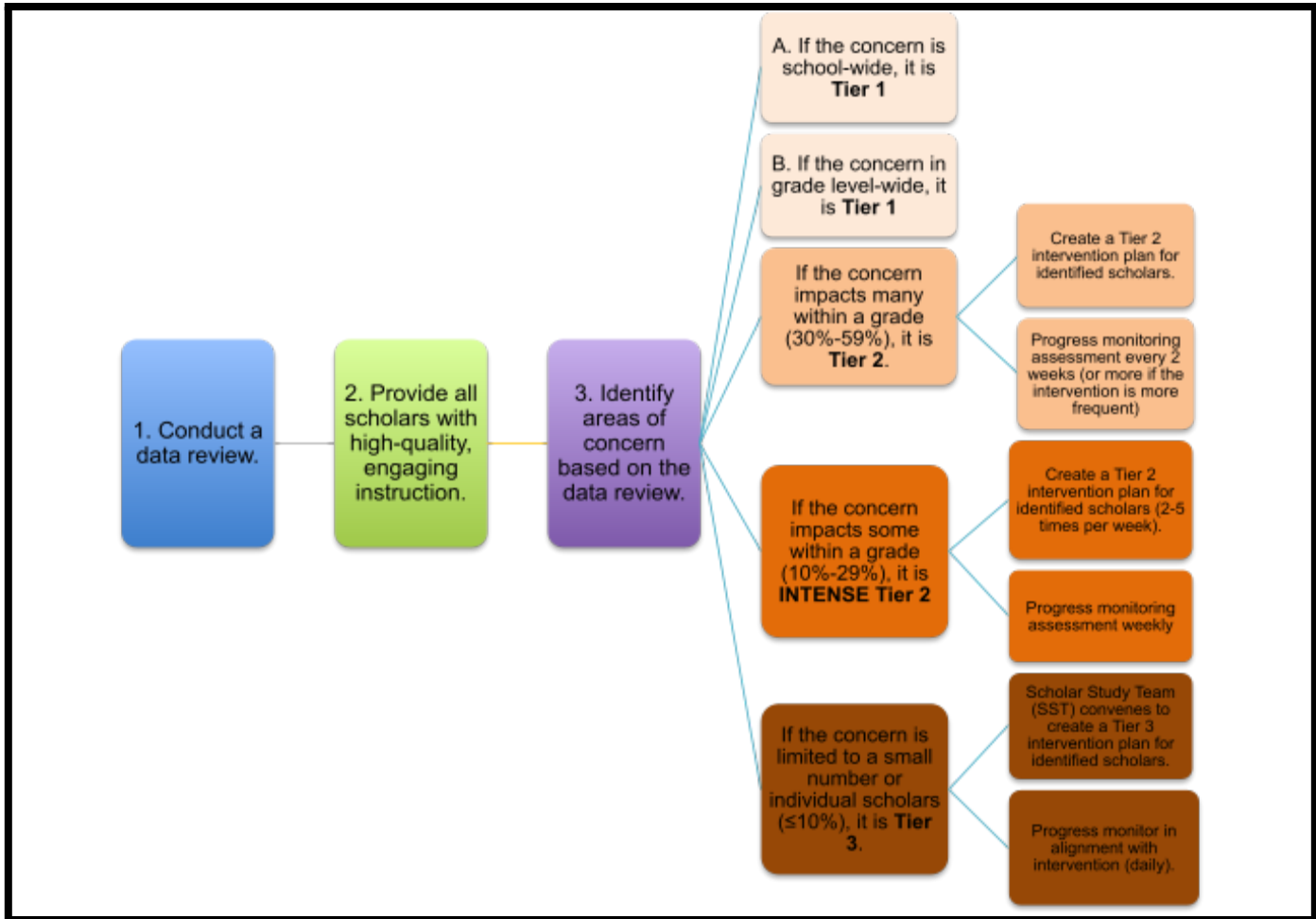
successful careers, and healthier relationships, SEL gives students a framework for developing these skills.

### **How SEL Is Taught in the Classroom**

- The teacher explains a concept with words, pictures, video, and/or audio
- Students practice the concept through skill practice, group discussion, individual writing, or partner work
- The teacher continues reinforcing the concept throughout the week
- The teacher sends information home for students to work on with parents
- The teacher checks for understanding
- The teacher re-teaches where necessary

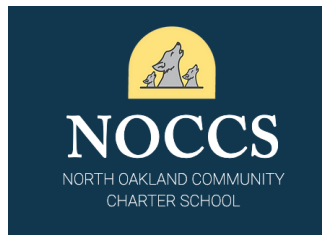
Children need social-emotional skills to thrive both in the classroom and in life. Social-emotional learning (SEL) curricula teach children techniques to:

- Gain confidence
- Set goals
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively



### **Response to Intervention Team**

Students who are struggling with their behavior will be referred to the school’s Response to Intervention (RtI) team, and a plan for support will be put in place. Support plans will definitely include specific actions the lead teacher will take to support a specific student, and may also include additional pull out interventions. These interventions may be but aren’t limited to small group work in or out of the classroom, extra teaching support in a co-teaching classroom, one-on-one support, hybrid learning using computer based intervention programs, or counseling support as appropriate. The RtI team will track student progress in any intervention they are enrolled in and share progress with families and classroom teachers.



## **Other Important NOCCS Expectations and Procedures**

### **● Personal Toy and Electronics Expectation and Procedures:**

- Toys, electronic gaming devices, i-pods, etc. are not allowed. Any toys brought to school will be confiscated, and returned only to the guardian or caregiver at the end of the school day.
- Further violations of the restricted items will result in daily check-ins with a member of the administrative staff, where prohibited items will be immediately confiscated at the beginning of the day.

## **Cell Phone Expectations and Procedures**

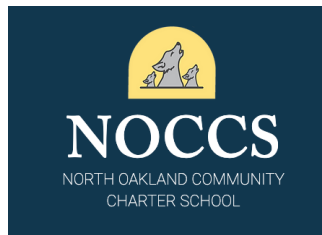
We believe that communication between a child and his/her parents and guardians is important. We also believe that the learning environment of the school must be protected at all times.

### **Because of these beliefs:**

- Families who provide their children with cell phones do so with the understanding that NOCCS will not be responsible for the loss, theft, or damage to a child's cell phone.
- Families who provide their children with cell phones do so with the understanding that student cell phones will be turned OFF and will be kept off of the child's person and desk area the entire time they are on campus – including during after school programming hours.
- Families who provide their children with cell phones do so with the understanding that they must contact their children through the NOCCS main line during school and after school program hours. Students are not to be called, paged, or text messaged during the school day.
- Families who provide their children with cell phones do so with the understanding that if a child is found using a cell phone during the school day, the phone will be confiscated and will be returned ONLY to the parent/guardian of the child.
- Students who violate the cellular phone regulations more than once will have their rights to carry a cell phone discontinued until an administrator has deemed the child ready.

## **Bathroom Policy**

- Schedule bathroom breaks throughout the instructional day assigned by grade level (located in the daily schedule)
- Teachers and staff will assist with monitoring the bathrooms
- Students should not congregate in the bathrooms and students should be accompanied by an adult at all times



## **North Oakland Community Charter School Anti-Harassment Intimidation & Bullying Policy**

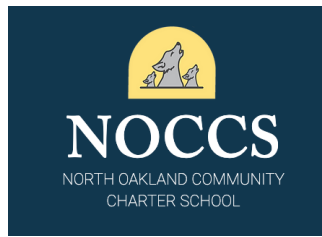
### **Anti-Bullying**

North Oakland Community Charter School (NOCCS) affirms that every student and staff member has the right to a safe and secure school environment, free of humiliation, intimidation, fear, harassment, or any form of bullying behavior. Furthermore, NOCCS believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and pro-social development and therefore the prevention, [reduction/elimination], and effective disposition of bullying are fundamental to North Oakland Community Charter educational goals. NOCCS' students, families, and staff have an obligation to create an environment that celebrates and respects diversity and human dignity and admonishes bullying behavior. To this end, NOCCS has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as address incidents of bullying and harassment when they occur. NOCCS will not tolerate bullying, as defined in this policy, or any behavior that infringes on the safety or well being of students, staff, or any other persons within North Oakland Community Charter School's jurisdiction whether directed at an individual or group.

**To address incidents of bullying and the potential culture that supports such behavior, this policy has the following objectives:**

- Cultivation of a culture of empathy, kindness, respect, and mutual trust among students and between students and staff
- NOCCS will communicate its Anti Bullying Policy in its annual parent/student handbook
- Creation of a school climate which encourages students to disclose and discuss incidents of bullying, both in their roles as victims, perpetrators, and bystanders
- Demonstration of a commitment to address incidents of bullying by outlining the school response to any such behaviors

Bullying means to systematically and chronically inflict physical hurt or psychological distress on one or more students or employees. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long-term damage; cause discomfort or humiliation; or unreasonably interfere with the victim's school performance or participation.



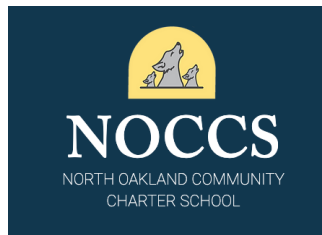
Bullying is carried out repeatedly; and is often characterized by an imbalance of power.

### **Indicators of Bullying Behavior**

- Bullying behaviors may include, but are not limited to, the following:
  - **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors. This policy excludes constitutionally protected speech (Education Code 48950). Speech that poses a threat or danger to the safety of students, employees or NOCCS' property, or that materially and substantially disrupts the school environment, is not constitutionally protected.
  - **Nonverbal:** Posturing, making gang signs, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
  - **Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair-pulling, fighting, pinching, slapping, biting, spitting, or destroying property.
  - **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
  - **Cyber-bullying:** Bullying committed by means of an electronic act, the transmission of a communication, including but not limited to: a message, text, sound, or image by means of an electronic device, including but limited to: a computer, cell phone, Ipad or other wireless communication device Cyber bullying is characterized by deliberately threatening, harassing, intimidating, or in any way, ridiculing an individual or group of individuals; placing an individual in reasonable fear of harm; posting sensitive, private information about another person without his/her permission; breaking into another person's account and/or assuming another individual's identity in order to damage that person's reputation or friendships.
  - **Hazing:** Hazing is the practice of rituals and other activities involving harassment, abuse, and/or humiliation used as a way of initiating a person into a group.

### **Jurisdiction**

This policy applies to students and staff on school grounds, while traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. This policy pertains to cyber-bullying that is related to school activity or attendance that occurs at any time, including, but not limited to: while on school grounds, while going to or coming from school, during the lunch period whether on or off campus, during, or while going to or coming from, a school sponsored activity, that is directed specifically toward a student or school personnel. If the cyber-bullying occurs outside of the scope of North Oakland Community Charter School but the school has knowledge of its occurrence, the school will



inform the parents/guardians of the students involved.

### **Bullying and Harassment:**

Bullying, cyber-bullying, and intimidation, may, from time to time, be part of a continuum of student misconduct such as sexual harassment, hate-motivated behavior, assault or child abuse, and, as such, the action of the student or the nature of the incident could be considered a violation of other aspects of student conduct policies and state and federal law. Bullying based on a person's or group's actual or perceived sex, gender, trans-gender or gender-identity non-conforming, socio-economic status, their race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, age, sexual orientation, marital or parental status, which constitutes discriminatory harassment, shall be dealt with in accordance with the Nondiscrimination/Harassment Policy (BP 5145.3) as well as with this policy.

### **Reporting:**

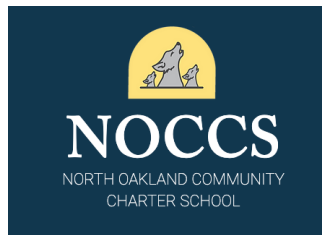
Students and staff members who are the targets of bullying, or any community member who has witnessed bullying, should report the abuse to an administrator, or a trusted school staff member. If the bully is the Head of School, the target or witness should report the bullying to the Board of Directors. Staff members, upon receiving a complaint or witnessing bullying, are required to make a report to administration. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Both oral and anonymous reports should be documented and reported by administration. If a student/staff member feels that he/she is the target of cyber-bullying, the student or staff member is encouraged to save and print any messages or other posts sent to them that they feel constitutes cyber-bullying and to notify an administrator so that the matter may be investigated.

### **Investigation**

Within five (5) working days of receiving a report, the Head of School or Head of School's designee, is required to confer with the victim, and, if the victim is a student, the victim's parents/guardians, as applicable, regarding how to proceed with the investigation. The investigation must be prompt and diligent. All interviews of witnesses, the victim, and the accused shall be conducted separately. During an investigation, all individuals involved must reasonably maintain the confidentiality of the proceedings and the names of the complainant and students involved.

### **Victim's Rights**

The victim of bullying has the right to immediate support, including physical and psychological support. During and after the investigation, an appropriate school personnel should follow-up with the victim and provide the appropriate and necessary support.



### **Intervention/Discipline**

The Head of School or designee, or Board of Directors, if the perpetrator is the Head of School, shall decide the appropriate way to deal with bullying behavior if the investigation has proven that the student who engaged in the bullying behavior has violated this policy. Interventions and consequences must be age-appropriate and equal to the severity of the violation. In dealing with bullying behavior, the designee should regard the bullying behavior and the situation as unique and create an intervention/discipline plan based on the particular characteristics of the situation to ensure that the plan remedies the bullying, decreases chances of retaliation, and helps rehabilitate the student who has engaged in bullying behavior (if appropriate).

Some acts of bullying may be part of a larger pattern of bullying that requires a response either at the classroom, school site, or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions and education up to and including suspension/expulsion, or referral to law enforcement (Suspension and Expulsion/Due Process Policy BP 5144.1)

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4 provide additional authority to discipline a student in any of grades 4 to 12, inclusive for conduct that amounts to bullying. (Education Code 48900, 48900.2, 48900.3 and 48900.4)

### **Education**

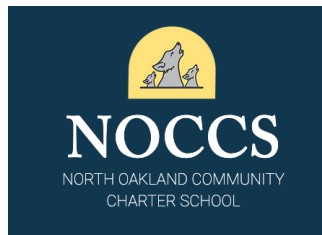
To prevent bullying, NOCCS has the obligation to educate students about what bullying is and why it is unacceptable. When possible, teachers should use existing curriculum and materials to emphasize the negative, hurtful effects of bullying. In addition, NOCCS will prioritize anti-bullying curriculum and seek to enhance anti-bullying education. Furthermore, NOCCS will educate students in an age-appropriate manner about appropriate use of electronic devices and social media.

### **False Reports and Statements**

Intentional false reports, use of the complaint process, or statement to defame a fellow student or staff member or any illegitimate reason, will result in disciplinary consequences.

### **Retaliation**

Retaliation against a complainant or any individual involved in the investigation of a bullying situation either by the student, who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited and is grounds for discipline.

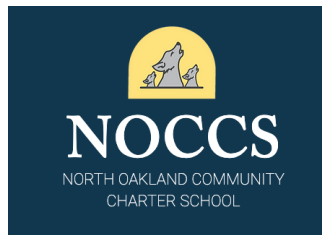


## **NOCCS Procedures for Suspensions and/or Expulsions**

Suspected violations of the California Education Code policies outlined in the NOCCS Student Family Handbook and/or documented violations of will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with violations of this nature are as follows:

1. The Head of School (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).
2. While the Head of School (or designee) is conducting the investigation, the Head of School may suspend the student for up to five days.
3. The Head of School (or designee) will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Head of School or Director of Student Support may, however, elect to hold this meeting over the phone in certain situations.
4. Based on the findings of the investigation, the Head of School (or designee) may administer consequences up to and including the following:
  - a. Return to school with a mandatory intervention/support plan for the student
  - b. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
  - c. Recommendation for expulsion from school.
5. Parents/guardians will be provided a written notice of the 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.
6. The Head of School (or designee) will meet with the student and his/her parents/guardians to create an intervention/support plan. In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return.
7. If the student is recommended for expulsion from the school, the Head of School will:
  - a. Notify the NOCCS board of his/her recommendation for consideration of expulsion.
  - b. Notify the family in writing.
  - c. Whenever possible, the Head of School will meet with the student and his/her





parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.

d. Upon this determination, the student's suspension may be extended pending the results of an expulsion hearing.

8. A student may be expelled only by the NOCCS Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.

9. Within thirty school days after the Head of School has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Directors or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

a. The date and place of hearing.

b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based. c. A copy of the NOCCS disciplinary rules which related to the alleged violation.

d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.

e. The opportunity for the student or the student's parent/guardian to appear in person or to employ

f. be represented by counsel at the sole cost and expense of the parent of the expelled student.

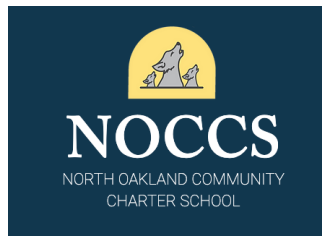
g. The right to inspect and obtain copies of all documents to be used at the hearing.

h. The opportunity to confront and question all witnesses who testify at the hearing.

i. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. 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 transcription of the proceedings can be made.

11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Directors shall be made



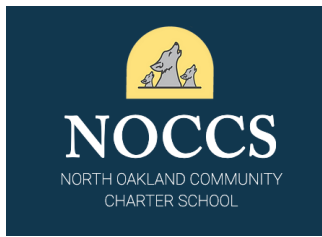
within ten school days following the conclusion of the hearing.

12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.
13. The Head of School, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel to the student or parent/guardian. The notice will include"
  - a. Notice of the specific offense committed by the student
  - b. 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 NOCCS.
14. The Head of School shall send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:
  - a. The student's name
  - b. The specified expellable offense committed by the student

**PROGRESSIVE DISCIPLINE:** Progressive discipline is designed to aid students in correcting their misconduct, and it encourages students to be responsible citizens of the school community. Progressive discipline should promote positive student behavior, state unacceptable behavior, and establish clear and fair discipline responses for unacceptable behavior. Disciplinary responses are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The school discipline process should include appropriate consideration of support processes to help students resolve issues that may be contributing to violations to the student code of conduct. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, restorative practices, counseling with school counselor, school social worker intervention, behavior, attendance and academic contracts and plans, peer mediation, and prevention programs.

The offenses have been organized into three (3) levels of prohibited behaviors: Level 1 discipline (minor) offenses, Level 2 discipline (moderate) offenses, Level 3 discipline (series) offenses.

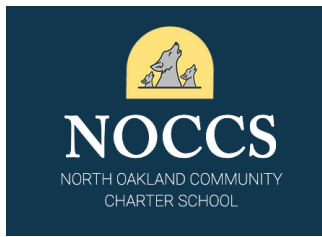


Level 1 Discipline: Level 1 discipline is used for MINOR acts of misconduct which interfere with the good order of school. Level 1 offenses are generally MINOR OFFENSES and may represent a failure to demonstrate universally defined expectations or social skills. It is the responsibility of all staff to address minor offenses as soon as practicable within the environment in which the misbehavior occurred.

- Out of seat without permission/bothering peers
- Play fighting with consenting peer(s)
- Throwing objects (not targeted at another)
- Speaking out of turn
- Loud voices/yelling
- Name calling (excluding homophobic or racial slurs)
- Tardy to class
- Missing Homework materials
- Not complying with yard/restroom expectations
- Electronic usage in building or class
- Copying another student's work
- Developmentally **inappropriate** foul language
- Petty vandalism/graffiti (removable)
- Using clothing or other items that interfere with learning (i.e. hoodies, headscarves, etc.)

Level 1 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	School based interventions and support Alternatives to suspension	School based interventions and support (1) day of administrative detention OR (1) day of In-School Suspension

Level 2 Discipline: Level 2 discipline is used for MODERATE acts of misconduct which interfere with the good order of school. These include acts directed against people or property that do not seriously endanger the health or safety of others and serious disruptions of school order. Unique, serious, or multiple offenses may result in the offense being considered a Level 3 offense.

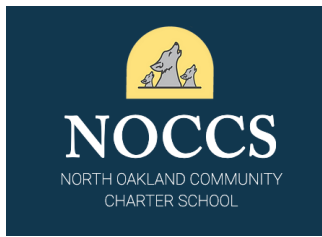


- Repeatedly out of seat/bothering peers; redirection unsuccessful
- Repeatedly impeding instruction
- Verbal aggression w/peers or staff
- Walking out of class without permission, and staying in the vicinity of class door  
Avoiding being in class (hiding in bathroom)
- Chronically missing Homework materials
- Failing class due to lack of assignments
- Chronic electronic use in class/refusal to turn off/give to adult when asked
- Cheating on a quiz or test
- Sexualized language (not including physical touching and/or misogynistic, homophobic language)
- Permanent vandalism (sharpie, carving)
- Minor Theft

Level 2 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	School based interventions and support Alternatives to suspension	School based interventions and support (3) days of administrative detention

Level 3 Discipline: Level 3 discipline offenses are SERIOUS acts of misconduct that place students or staff at risk of emotional or physical harm which may include threats to the health, safety, and/or property of others, and other acts of serious and repeated misconduct. Consequences may include out of school suspension and a disciplinary hearing referral or Title IX Grievance Process (as applicable) with a recommendation for further actions such as long-term suspension, expulsion, and/or assignment to an alternative education program.

- Homophobic or racial slurs
- Chronically impeding instruction (over more than one day)
- Repeatedly verbally abusive to peers/staff
- Verbally/physically threatening violence
- Physical violence (hitting, kicking, etc.)
- Leaving campus/vicinity of your classroom
- Possession of dangerous object/substance
- Sexual harassment (including degradation of perceived gender identity and/or sexuality) Sexual activity on campus (including consensual behavior)
- Sexualized behavior and/or language that is aggressive or offensive, especially
- Including physical touching and/or misogynistic language
- Permanent vandalism that is repeated and/or offensive (especially hate speech)



- Bullying (including cyber)
- Major Theft

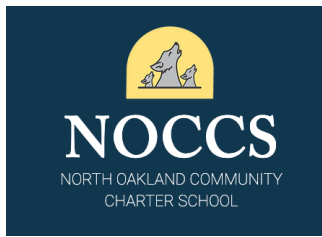
Level 3 Discipline	MINIMUM Discipline	MAXIMUM Discipline
Elementary	(3) days of Out-of-School Suspension School based interventions and support	(10) days of Out-of-School Suspension School based interventions and support
<p>A level 3 discipline response may include a disciplinary hearing referral. Student disciplinary hearing responses can include long-term suspension, expulsion, permanent expulsion, or assignment to an alternative education program. A combination of School based interventions and supports may also be appropriate.</p>		

Bullying: No student shall bully another student or students. Bullying can include:

- a) Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:
1. is directed specifically at students or school personnel, AND
  2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, AND
  3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

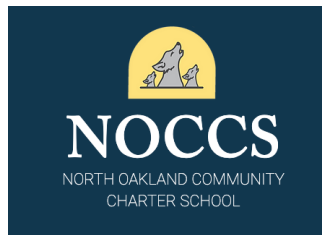
- b) Bullying: Bullying behavior is defined as:
1. willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so, or;
  2. intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
  3. any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or



intimidate that:

- Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts; or
- Has the effect of substantially interfering with the victim student's education; - Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

	Elementary	
	<i>MINIMUM</i>	<i>MAXIMUM</i>
1 <sup>st</sup> Offense	1 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion
Administrators are required to contact Student Discipline prior to entering 2+ bullying violations		
2 <sup>nd</sup> Offense	3 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion
*3 <sup>rd</sup> Offense	10 days OSS	10 days OSS and a hearing referral with a recommendation of long-term suspension/expulsion
Contact Safety and Security – Criminal charges may apply Parent conference mandatory Combination of School based interventions, supports, and disciplinary response may be appropriate		



NOTE: Parents/guardians of students who are victims of bullying or are found to have committed bullying behaviors will be notified via conference or letter/referral. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. At least one parent/guardian will be required to attend a conference with the Principal or designee concerning the student's bullying offense.

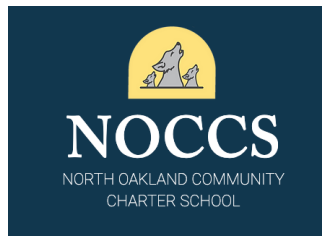
Employees, volunteers, students and parents/guardians/other persons that have access to and/or monitor students may anonymously report or otherwise provide information on bullying activity to a school administrator. No person who reports bullying behaviors will be retaliated against by any school employee. Students who retaliate against others for reports of bullying behavior are subject to discipline which may include enhanced consequences. Students who knowingly file a false report of bullying will also be disciplined. If a student is found to have engaged in bullying or physical offense of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

### **Report to the Board of Directors**

The Head of School will report to the Board on bullying incidents that may lead to expulsion and make recommendations as to how this policy can be more effectively implemented. Created on 1.16.2018

### **Student Culture**

At NOCCS, excellent scholar culture looks like a warm and orderly environment where scholars feel valued, self-monitor their own behavior, and demonstrate the four core values during all parts of the school day. The approach to scholar culture partners rigorous academic and behavior expectations with individualized support. Our school culture is grounded in academic excellence and reliant on staff, scholars, and community accountability. We strive to challenge our scholars academically while ensuring that our culture is positive, joyous, and celebratory. Our familial

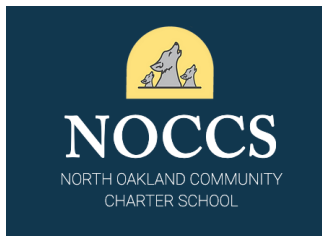


environment for learning offers a holistic approach to education that develops a scholar’s character, socio-emotional skills, physical health, creativity, and general happiness. Our behavior management system stems from restorative practices. We take a multi-faceted approach to discipline using restorative practices, accountability, and socioemotional learning. We are committed to creating a school with a strong instructional culture that fosters effective teaching and consistent behavioral expectations.

<b>Values, rules, rewards/ consequences</b>	<ul style="list-style-type: none"> <li>Established and reinforced by staff</li> <li>Consistent across classrooms</li> </ul>
<b>SEL goals for scholars</b>	<ul style="list-style-type: none"> <li>Led by staff</li> </ul>
<b>SEL curriculum and restorative practices</b>	<ul style="list-style-type: none"> <li>Introduced to staff to build community</li> <li>Prescribed through the Second Step curriculum</li> <li>Implemented in a daily SEL block</li> </ul>
<b>Family/community role</b>	<ul style="list-style-type: none"> <li>Introduced to school values, procedures, tiered rewards and consequences</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Increased attendance</li> <li>Increased recognition, reward for target behaviors, demonstration of values</li> <li>Increase positive feedback from scholars/parents on surveys</li> <li>Decreased tardies, absences</li> <li>Decreased disciplinary referrals</li> </ul>

<b>Goals</b>	<b>2022-2023 Objectives</b>
<ul style="list-style-type: none"> <li>Students participate in weekly and monthly celebrations and incentives that recognize their consistent demonstration in the CORE principle, a caring community of learners</li> </ul>	<ul style="list-style-type: none"> <li>60% of students will meet school wide expectations on weekly basis through Kickboard</li> <li>60% of grade levels scoring proficient or better on culture rubric for school wide</li> </ul>





	systems bi-weekly
<ul style="list-style-type: none"> <li>Students and staff consistently demonstrate the CORE principles during all parts of the school day</li> </ul>	<ul style="list-style-type: none"> <li>60% of students earning grade level incentives</li> </ul>

**Common Structures and Strategies**

Consistency in school-wide expectations and strategies to support those expectations also facilitates a positive and safe culture throughout the building that will be conducive to learning. Because scholars must take appropriate academic risks to grow, physical and emotional safety for every scholar is a priority. Behavior that infringes upon the physical and emotional safety of scholars is immediately identified and addressed across the school in the same way so scholars understand how to behave differently and why it is important.

**Whole School**

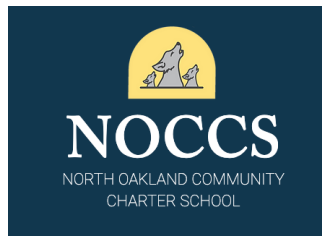
Some examples of strategies that will be implemented across the school include but are not limited to:

- Hall passes and policies on scholars outside of classrooms
- NOCCS school culture rubric
- Character progress report
- Use of refocus areas for scholars who need to take a break
- Use of Kickboard to track behavior
- Wolfpack points chart

**Grade-Level**

Because some norms and strategies will be aligned to scholars’ developmental level and are not appropriate to implement the same way across the school, they will be developed and supported across grade levels. This provides the same consistency in expectation to which all scholars and staff in the grade level are aligned, as well as commitment to a common, school-wide goal. Some examples of common, school-wide expectations for which strategies will be devised as a grade-wide tool include:

- Wolfpack classroom behavior expectations
- Tiered consequences and rewards system
- Classroom procedures (i.e. entering and exiting the classroom)
- Format of papers for assignments
- Sentence starters for responding to a question or peer in class discussion
- Structures to celebrate classroom achievements



### ***Classroom***

Beyond school-level and grade-level strategies, teachers will also have the autonomy to create structures and strategies within their classrooms. These structures and strategies leverage each teacher's unique vision for the classroom and culture of the scholars within it. Although classroom-specific structures may vary from teacher to teacher, every teacher will have established their own structure or system in alignment with the following areas:

- Location and organization of make-up work
- System for organizing instructional stations
- System for organizing and collecting homework
- Checking out classroom books and materials

### **Culture Strategies and Structures: Incentives and Strategies**

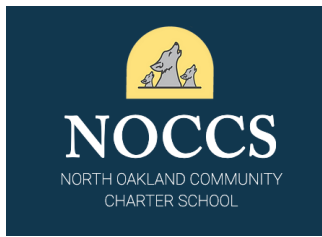
#### ***Daily Meeting***

Family meeting is a means of starting each Monday that enables teachers and scholars to most effectively make the transition from home to school for the week. This 15-20 minute block of time at the beginning of the week is designed to foster community building and positive relationships within the classroom. There are many benefits of implementing Family Meeting within the classroom:

1. Promote unity in the classroom: Involves everyone doing something and brings everyone together; puts everyone on the same page
2. Disengage stress response: Involves deep breathing and/or stretching (ideally combines both)
3. Create connections amongst classroom participants: Involves eye contact, touch, presence and playfulness
4. Commit to learning: Involves positive affirmations, agreements, and thinking

#### ***Wolfpack Points***

Wolfpack points is a token economy system designed to incentivize target behaviors for scholars by providing points for target behaviors and deductions as a consequence. Goal-based incentives, points, rewards, and deductions are all tracked using the Kickboard system. This provides behavioral data for each scholar, as well as a systematized means of tracking student eligibility for the various incentives. If a teacher observes scholars demonstrating one of the behaviors or work habits that shows an example of our CORE principles, the scholar will receive points that will be tracked within Kickboard. Scholars will also keep individual charts that track their daily/weekly point earning. There are school-wide and classroom-specific rewards/incentives for the points scholars have accumulated.



### **Daily Rewards**

Teachers may choose to offer daily rewards for a specific number of bucks earned and can decide on whether they will give out daily rewards to scholars. These rewards will be determined by the teacher (not the school) and are not limited to but may include:

- Pencils
- Pens
- Cool erasers
- Personal pencil sharpeners
- Sticky note pads
- Bookmarks
- Something edible

### **Weekly Rewards**

The school plans and hosts a weekly Wednesday celebration for those scholars who earned a set amount of weekly Wolfpack points. These celebrations will take place during the community and culture block each Wednesday.

Like daily rewards, teachers may choose to provide weekly rewards based on students' Wolfpack point earnings. Scholars will be given options as to which weekly reward they would like to purchase with their Wolfpack points. Some rewards appropriate for weekly earnings may include (but are not limited to):

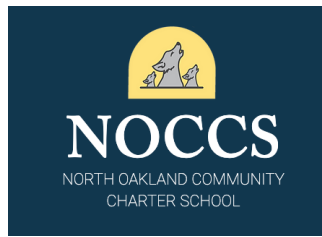
- Get out of homework free card/pass
- Wolf Computer Pass: 15 minutes computer time (cannot be used during instructional time)
- Wolf Star Reading Pass: 15 minutes of Silent reading time
- A small treat (fruit, a bag of chips etc.)
- 10 minutes extra recess

### ***Tracking and Assigning Points in Kickboard***

Teachers and administrators will use the online Kickboard system to track scholar Wolfpack points throughout the day. Kickboard can be accessed via computer or smartphone app. As scholars proactively demonstrate the core values throughout the day, teachers are expected to reward scholars with Wolfpack points in their scholar account. Similarly, when scholars are not meeting the expectations, points are deducted. The use of Kickboard enables staff to see student progress, provides data points for student support, and can be compiled into a report sent home.

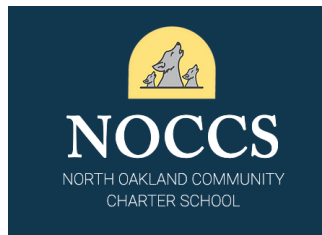
### **NOCCS Procedures for Suspensions and/or Expulsions**

Suspected violations of the California Education Code policies outlined in the NOCCS Student

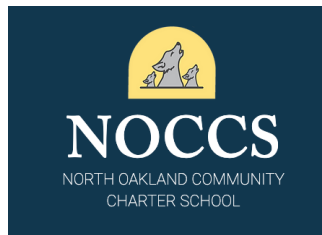


Family Handbook and/or documented violations of will be considered highly serious infractions and will be dealt with in a swift and serious manner. Procedures for dealing with violations of this nature are as follows:

1. The Head of School (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).
2. While the Head of School (or designee) is conducting the investigation, the Head of School may suspend the student for up to five days.
3. The Head of School (or designee) will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Head of School or Director of Student Support may, however, elect to hold this meeting over the phone in certain situations.
4. Based on the findings of the investigation, the Head of School (or designee) may administer consequences up to and including the following:
  - a. Return to school with a mandatory intervention/support plan for the student
  - b. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
  - c. Recommendation for expulsion from school.
5. Parents/guardians will be provided a written notice of the 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.
6. The Head of School (or designee) will meet with the student and his/her parents/guardians to create an intervention/support plan. In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return.
7. If the student is recommended for expulsion from the school, the Head of School will:
  - a. Notify the NOCCS board of his/her recommendation for consideration of expulsion.
  - b. Notify the family in writing.
  - c. Whenever possible, the Head of School will meet with the student and his/her parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.
  - d. Upon this determination, the student's suspension may be extended pending the results of an expulsion hearing.

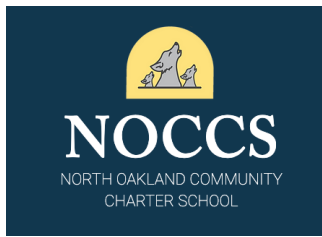


8. A student may be expelled only by the NOCCS Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.
9. Within thirty school days after the Head of School has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Directors or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:
  - a. The date and place of hearing.
  - b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based.
  - c. A copy of the NOCCS disciplinary rules which related to the alleged violation.
  - d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.
  - e. The opportunity for the student or the student's parent/guardian to appear in person or to employ
  - f. Be represented by counsel at the sole cost and expense of the parent of the expelled student.
  - g. The right to inspect and obtain copies of all documents to be used at the hearing.
  - h. The opportunity to confront and question all witnesses who testify at the hearing.
  - i. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. 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 transcription of the proceedings can be made.
11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Directors shall be made



within ten school days following the conclusion of the hearing.

12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.
13. The Head of School, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel to the student or parent/guardian. The notice will include"
  - a. Notice of the specific offense committed by the student
  - b. 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 NOCCS.
14. The Head of School shall send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:
  - a. The student's name
  - b. The specified expellable offense committed by the student

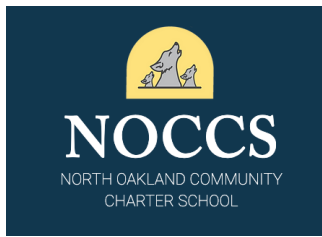


## Student Suspension Notice

Student:	Teacher:	Date:
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Suspension Term:
Suspension Type(s): <input type="checkbox"/> Out of School
<u>Incident(s) &amp; Interventions Attempted (if applicable):</u>
<u>Suspension Terms:</u>
<u>Requirements for Student to Return:</u>

Student	Parent/Guardian
Teacher	Director



### **Acknowledgment of Receipt of Student Family Handbook**

I \_\_\_\_\_ (Parent/Guardian) have received and read the the North Oakland Community Charter School's (NOCCS) Student/Family Handbook. I understand the policies and procedures given to me and agree to adhere to all school policies.

Please note: This handbook is a living document that will be modified as circumstances change to reflect the needs of the students and families we serve.

We may also make changes or modifications in our policies if required by our Board of Directors. North Oakland Community Charter School will inform parents of changes taking place whenever possible in a timely fashion.

Signature \_\_\_\_\_ Date \_\_\_\_\_

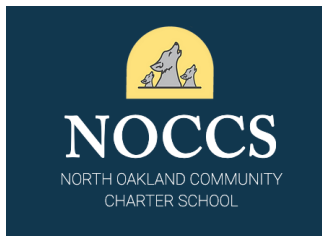
### **NOCCS Acceptable Use of Computers Agreement**

I understand NOCCS staff will address any misuses and abuses at school, and NOCCS strongly recommends that families discuss appropriate computer use with their children.

Students are expected to follow these guidelines on all NOCCS computers:

- School computers are meant for students or staff to complete work connected to classroom projects.
- Students are expected to be diligent when using the Internet.
- Student should not search purposefully for hateful, sexual, violent or other offensive sites on the Internet.
- Any student who stumbles into an offensive site will immediately leave this site and notify a teacher of this contact.
- Students should not download or play any games, music or movie files from the Internet.
- Students should not subscribe to any newsgroups or list serves or participate in any chat rooms.
- Students should use appropriate and respectful language at all times and should not reveal their name, personal address or phone number or those of any other student in an Email.
- Students will use their assigned "professional student" accounts for all school





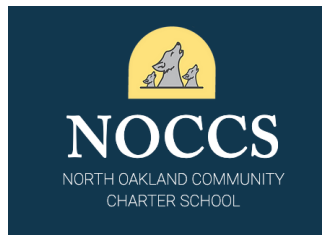
related work.

- Students will correspond electronically with NOCCS staff only using the NOCCS staff member's work
- (@noccs.org) email account.
- Students should not eat or drink while using any computer in the school.
- Students are responsible for keeping the computer area clean and tidy. Save your work in the correct folder.
- Students will use computers respectfully and never vandalize the technology equipment
- Cyber bullying is not allowed! This is a suspendable offense.

I understand and agree to comply with the NOCCS computer use guidelines. Any violation of these guidelines may result in temporary or permanent suspension of computer privileges.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_



## **Communicating with Staff**

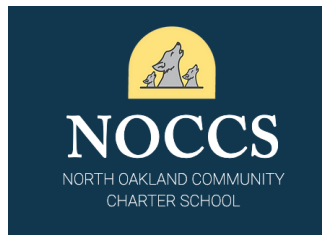
- All NOCCS staff are expected to communicate and collaborate effectively. This includes:
  - Checking email a minimum of one time per day
  - Returning email messages within 24 hours on work days
  - Greet all family members, students, and visitors upon seeing them
  - Check for understanding when unclear on directions, expectations, norms, etc. ○ Ask for help when needed
  - Assume best intentions
  - Use conflict resolution language and techniques to resolve conflicts or problem
  - All Lead Teachers are required to post and hold office hours a minimum of once a week.
  - Parents/family members (and students) can request appointments in person or via email.
  - Teachers are generally available at after school pick-up for quick conversations and check-ins. However, families should be aware that the teachers' first priority during this time is student safety and supervision.
  - Appointments may be made with teachers by contacting them in person or through email. Whenever possible, please allow for two days lead time for teacher appointments.
  - NOCCS also offer many formal opportunities for staff and families to share information with one another including Back to School Night and bi-annual parent/family-teacher conferences.
  - Bi-weekly communication

## **NOCCS Communication Guidelines**

Communication is a critical part of a healthy community. If you have a question or concern – we want to help you to resolve it in a healthy, productive, and proactive manner that respects and honors everyone in the process.

In every communication, we ask that all members of our community work to uphold our guiding principles and to always work to model for our students and our community ways to thoughtfully and respectfully communicate with others -- even, and especially when there is a conflict. This includes:

- If you are unsure as to how to get a question answered or an issue resolved, please always



feel free to ask a NOCCS staff member who will be more than happy to help to direct and assist you in this process.

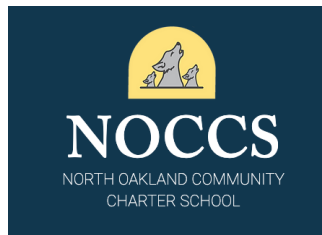
- Whenever possible, speak directly to the person involved.
- Avoid talking about a person or situation to parties who are not directly involved.
- Avoid engaging in activities that could be perceived as gossip, spreading rumors, and/or other forms of indirect, unproductive, and/or potentially harmful communication.
- If needed, contact the Head of School to help to facilitate any difficult conversation.
- Whenever possible, try to talk to the other party in person.
- Find a time to talk that facilitates thoughtful and respectful dialogue.
- Be mindful of timing and respectful of the schedule and/or time commitments of the parties needed for any conversation.
- Use established communications systems (such as staff emails and office hours) to schedule and hold conversations.

### **NOCCS Grievance Procedure, Passed 12-2012**

NOCCS's grievance procedure is designed to address complaints related to a NOCCS employee or trustee, and/or the school's policies, practices or curriculum. The grievance procedure may be used by a NOCCS employee, parent, or trustee.

Procedure:

1. Our community encourages honest, face-to-face communication. If a member of the NOCCS community is concerned with someone or some group's behavior, it's best to first communicate your concern directly to the person or group concerned using the communication guidelines and protocols outlined in NOCCS Student-Family Handbook. Upon request, this discussion can be facilitate
2. If there is an unsatisfactory resolution, then the complainant must communicate his/her grievance to the NOCCS Head of School. This communication may be submitted in person or writing. Depending on the nature of the complaint, the Head of School may choose to address this directly or to designate another NOCCS employee or trustee to address the issue.
  - a. If the complaint is about the Head of School – go right to step
3. If the complainant is not satisfied with the Head of School's resolution of the grievance or if the grievance is about the Head of School, the complainants can request the Board to review the complaint subject to the following procedures and guidelines:
  - a. If the complaint is about someone other than the Head of School, the complainant shall provide a written statement to the Board requesting a review of the grievance



and explaining the reason(s) for the requested review. The Board shall review the Head of School's decision and actions regarding the complaint to ensure that:

- i. The Head of School followed all applicable laws and regulations;
  - ii. The Head of School followed all stated school policies and guidelines;
  - iii. The Head of School's findings of fact are supported substantial evidence; and,
  - iv. The Head of School's decision is reasonable.
- b. The Board shall appoint a person or committee to conduct this review and report back to the full Board for a decision.
  - c. The Board shall request the complainant and the Head of School to provide a written statement d. If the full Board finds that the Head of School's investigation followed all applicable laws, regulations, policies and guidelines, that the Head of School's findings of fact are supported by substantial evidence, and that the Head of School's decision is reasonable, the Board affirm the Head of School's decision and consider the matter closed.
  - d. If the full Board finds that the Head of School failed to follow applicable laws or regulations or failed to follow school procedures guidelines, which failure shall be termed a "procedures failure," the Board shall instruct the Head of School to conduct a new grievance procedure to cure these procedural defects except that the Board can find any procedural defects to constitute "harmless error" that does not require further investigation.
  - e. If the full Board finds that the Head of School's findings of fact are not supported by substantial evidence or that the Head of School's decision was not reasonable, the Board shall conduct a de novo review of the grievance subject to the procedure set forth below.

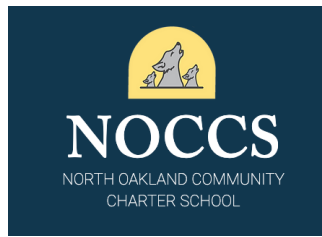
4. The NOCCS Board will appoint a person or persons to tailor a process for resolving the complaint that best leads to its resolution within the guidelines described here.

5. The Board's appointees will review the grievance and request a written response from the party against whom the grievance has been made. The written statements will be given to both parties. (If the party against which the grievance has been made chooses not to participate, the grievance process may still proceed.)

6. The Board's appointees will investigate the complaint. They may interview the parties, request a face-to-face meeting, request additional information, or devise other ways of investigating the complaint.

7. The Board's appointees will report their findings to the Board, and whether the complaint has merit. If they discover that the grievance is well founded they will recommend corrective action.

8. The NOCCS Board is the final arbitrator and has the final decision in any grievance. Based on the



findings of its appointees, the Board will decide what, if any, steps to take.

### **NOCCS Uniform Complaint Procedures, Version Passed 12-2011**

Below you will find the Notice to Students of Uniform Complaint Procedures, provided to families annually as required by State law.

#### Annual Notice to Students of Uniform Complaint Procedures

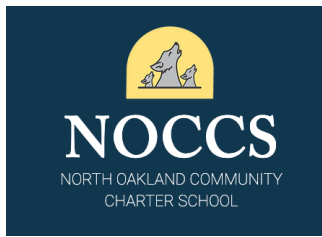
The purpose of this notice is to inform you of your right to file a complaint about certain matters. The school has different procedures for handling different kinds of complaints. Please read the following carefully and see the Head of School if you have questions about this information:

You may complain to the Head of School concerning a lack of textbooks, a teacher who does not have the credential to teach a class, or a condition of the school grounds or buildings that poses a safety threat. There is a complaint form that must be completed. The form will be provided to you. You may obtain assistance completing the form. If your complaint is valid, the school must correct the situation within 30 work days. You are also entitled to a written response within 45 work days of submitting your complaint.

Complaints concerning discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability are filed first with the Head of School and then with the NOCCS Board of Directors. There are also laws and regulations that the governing board is required to follow in special programs, such as Special Education. If you believe the school is not following those laws, you may file a complaint with the Head of School. This person can assist you in obtaining the complaint form. You may obtain assistance completing the form. The school will forward the written complaint to the NOCCS Board in accordance with law, who must give you a written response in 60 calendar days.

For all complaints, there are procedures for appealing the decision of the Head of School. Please consult the NOCCS Grievance Procedure for more details concerning your appeal rights and the process for lodging complaints. Requests for copies of charter school governing board Policies and Administrative Regulations may be made to the Head of School or through the office located at 1000 42<sup>nd</sup> Street, Oakland, CA 94608.

The NOCCS Ombudsman for complaints regarding the school that need to be brought to someone other than the Head of School is NOCCS Board member, Shaeonna Muhammad (s.muhammad@noccs.org)



**NOCCS Uniform Complaint Form**

Name:

Date:

My complaint is related to one or more of the following:

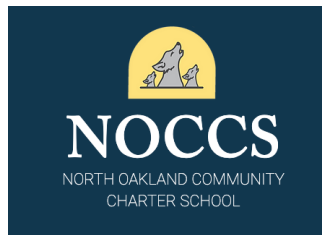
- Lack of textbooks
- Lack of appropriate credentialing for my child’s teacher
- Condition of school grounds or building that poses a safety threat
- Discrimination against a student based on age, sex, sexual orientation, ethnic group, race, ancestry, national origin, religion, color, mental disability, or physical disability.
- Issues related to Special Education
- Other (please explain)

Please provide us with the necessary background and details to understand your complaint I have reviewed and understand the NOCCS Uniform Complaint Procedure and the NOCCS Grievance Procedure.

\_\_\_\_\_Signature &

Date

<p><u>FOR OFFICE USE ONLY</u></p> <p><u>Date received by:</u></p>
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## **Attendance, Tardy and Truancy Related Procedures and Policies**

Attendance is how NOCCS receives the majority of its revenue. The single biggest thing you can do to support NOCCS is send your healthy child to school every single day!

Revision Passed by NOCCS Board September 2009

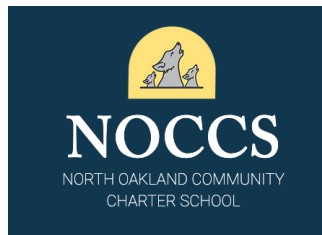
We believe that attendance is a critical factor in both student achievement and our building of an engaged school community. In addition, promptness is needed for success in the workplace and in life. Being on time to school demonstrates a respect for learning and our community of learners. There is a strong connection between good attendance and academic performance. NOCCS's teachers organize the school day so that children transition into learning the moment they walk into class. It is essential that students arrive at school on time and ready to learn. When students are late, it disrupts the start of the school day for everyone and interferes with the positive tone that teachers set at the beginning of the school day.

For these reasons:

- Students are required to attend school every day, except in the case of illness or family emergency/circumstance.
- Students are expected to arrive at school **no later than 8:30 AM each day.**
- Any student who is not present and in class at 8:30 AM is considered late and must retrieve a late or tardy pass in the office before proceeding into class

### **Absences**

- The following are the only **acceptable** reasons for excused absences from school:
  - Health Appointments (with a note from the doctor's office)
  - Illness or injury documented by a note from a parent/guardian or a doctor describing the illness and the date of onset
  - Bereavement/Funeral
  - Participation in religious holidays and/or instruction
  - Legal matters (with appropriate documentation)



**Any more than two days of absence for a student may only be excused with a note from a medical professional and/or other outside professional.** All other reasons will be deemed an unexcused absence unless previously approved by the Head of School in writing.

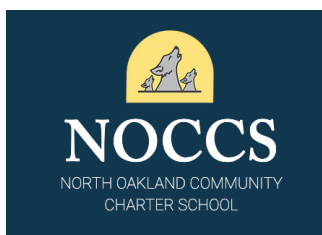
- Families are responsible for ensuring completion of homework every time the child is absent (excused or unexcused). Teachers may require additional make-up work, in which case the make-up work should be submitted to the student's teacher within twenty four hours of the child's return to school. For multiple days of absence, the child will be given the equivalent of the number of days absent to return make up work.
- Absences will be tracked by the school and reported to families in the child's progress report. Parents/guardians are responsible for contacting the school when their child is absent.
- If the absence is **unplanned**:
  - Parents/guardians are expected to contact the school (655-0540) on the day of the child's absence by no later than 9:00 AM. Parents/guardians may leave a message with the following information:
    - a. Parent/Guardian's name
    - b. Child's name
    - c. Child's Teacher and Grade
    - d. Reason for absence
    - e. Date of absence
  - \* *If the parent/guardian fails to contact the school by 9:00 AM, they will receive a phone call to (a) inquire about the child's absence.*
- If the absence is **planned** and is for a period of three days or less, parents/guardians are expected to contact the school, in writing, a minimum of 24 hours prior to the child's absence. Parents/guardians should include the following information in their note:
  - a. Parent/Guardian's name
  - b. Child's name
  - c. Child's Teacher and Grade
  - d. Reason for absence
  - e. Date of absence
  - f. Date note was written

### **Tardies**

Parents/Guardians are responsible for contacting the school when their child is tardy.

- The following are the only **acceptable** reasons for excused tardies





from school:

- Health Appointments (with a note from the doctor's office).
- Illness or injury documented by a note from a parent/guardian or a doctor describing the illness and the date of onset
- Bereavement/Funeral
- Participation in religious holidays and/or instruction
- Legal matters (with appropriate documentation)

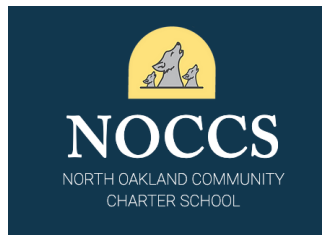
In an effort to not disrupt teaching and learning, it is of the utmost importance that students arrive on time consistently. To ensure that your child's whereabouts are known, and that they safely get to their classroom, any child who arrives at school after the classes enter the building must come to the office for a tardy slip. Excused tardies are given in the case of illness and/or medical appointments, all other tardies are considered unexcused. All tardies will be recorded in our attendance records and noted on the child's progress report. Chronic tardiness may negatively affect the student's attendance record.

## **Truancy**

Truancy is triggered by the accumulation of excessive absence and/or tardiness from school. School days missed by a student, but covered by a completed independent study contract, as set forth in the Independent Study Procedure, shall not constitute absences for purposes of determining truancy. Consequences for excessive absence and/or tardiness are described below.

### **Truancy Due to Excessive Absence**

- If a child accumulates a total of two unexcused absences in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned about the child's unexcused absences.
- If a child accumulates a total of five absences in a trimester (excused and/or unexcused), the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned that the child's absences could be adversely impacting the child's educational experience.
- If a child accumulates a total of eight absences in a trimester the parent/guardian will be required to attend a meeting with a NOCCS Official where an attendance improvement contract and plan will be created. Through the attendance improvement contract and plan, a NOCCS Official will, in consultation with the student's teacher and family:
  - Create attendance goals for the remainder of the year
  - Identify support strategies for helping the family to achieve these goals
  - Devise an academic program for the child to complete in order to ensure the student

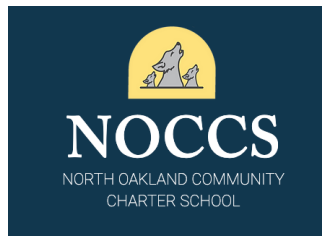


receives the educational content and skills needed for mastery of grade level content and skills. The student will be given the number of total days of absence to complete the academic program.

- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which is measured by three additional absences (11 total in a trimester), and/or the student fails to satisfactorily complete the academic program within the contracted time, the family will be required to meet with a NOCCS Official to revise the contract.
- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two additional absences (13 total in a trimester), a NOCCS Official may request that the case be reviewed by the NOCCS Board. In such an event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the Head of School or NOCCS Board. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address a NOCCS Official or Board of Trustees and present any relevant information concerning the student's attendance. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

### **Truancy Due to Excessive Tardiness**

- If a child accumulates a total of five unexcused tardies in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the child's tardiness is adversely impacting the learning environment for the child and his or her fellow students.
- If a child accumulates a total of ten unexcused tardies in a trimester, the parent/guardian will be required to attend a meeting with a NOCCS Official to design an on-time attendance improvement plan and contract. Through the on-time attendance plan and contract, a NOCCS Official in consultation with the family:
  - a. Create on-time arrival goals for the remainder of the year
  - b. Identify support strategies for helping the family to achieve these on-time arrival goals
- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which will be measured by three or more additional unexcused tardies (13 total in a trimester), the family will be required to meet with a NOCCS Official revise the contract.
- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two or more additional unexcused tardies (15 total in a trimester), a NOCCS Official may request that the case be reviewed by the NOCCS Board of Trustees. In such an event, the



family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address the NOCCS Board of Trustees and present any relevant information concerning the student's tardiness. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

### **Disenrollment Policy (passed 2/7/08, amended 1/16/20)**

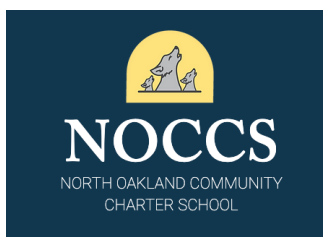
At the beginning of the school year, all NOCCS students are required to be present on the first day of school. If a child is not present on the first day without prior arrangement with the Head of School, their name will be dropped from the enrollment list and their spot will be given to a student on the waiting list.

Families may disenroll a child from NOCCS in writing in any form, including but not limited to emails, notes, or letters. Disenrollment becomes effective upon the school's receipt of this intention to disenroll, unless another date is agreed upon in writing between the family and the Head of School. A confirmation of the child's disenrollment will be sent to the family that includes a copy of the family's written communication and the effective date of disenrollment.

In addition, if any NOCCS student is absent from school for 5 consecutive days (e.g. 5 consecutive unexcused absences without contact with a NOCCS staff person), a Notice of Disenrollment will be sent to the students' parent(s)/guardian via certified mail. In this event the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the students' parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.

Disenrolled children wishing to re enroll will be placed at the end of the admissions waitlist for their grade levels.

NOCCS staff will make multiple efforts to communicate with and make reasonable accommodations for families struggling with consistent attendance. Disenrollment will not ever be used as a 'push out' strategy for any student, and NOCCS will always comply with the students rights under Education Code §46705(b)(5)(j).



## **Academic Support Procedures and Policies**

### **Homework**

All NOCCS students are expected to read on a nightly basis. Generally, students in grades K-5 are given weekly homework packets.

At Back to School Night, teachers will provide parents/guardians with their homework systems. Changes and modifications may be made, at the teachers' discretion, throughout the school year. If the teacher(s) implement a change related to their homework system, they will inform families in writing.

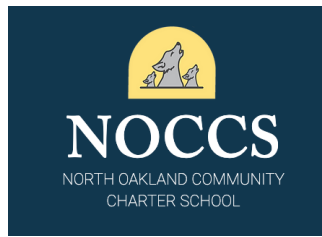
For students with IEPs, 504s, and/or active SST plans in place, modifications to homework/projects may already be outlined. In these instances, teachers are responsible for knowing and implementing these supports. Parents/guardians and students with IEPs, 504s, and active SSTs are also asked, however, to work with the students' teachers, specialists, and the NOCCS administration to ensure modifications are provided in a consistent and appropriate manner. Families who are concerned that this is not occurring should follow the communications protocol outlined in this handbook to resolve any conflicts or concerns.

### **Supports for Students with Academic Struggles**

NOCCS uses a variety of assessment tools to diagnose the needs of students who are in need of additional support to meet the rigorous grade level standards. These include diagnostic reading/math assessments, state testing, assessments related to referrals for special education, and most importantly teacher observation. Students who are struggling academically will be referred to the school's Response to Intervention (RtI) team, and a plan for support will be put in place. Support plans will definitely include specific actions the lead teacher will take to support a specific student, and may also include additional pull out interventions. These interventions may be but aren't limited to small group work in or out of the classroom, extra teaching support in a co-teaching classroom, one-on-one support, hybrid learning using computer based intervention programs, or counseling support as appropriate. The RtI team will track student progress in any intervention they are enrolled in and share progress with families and classroom teachers.

### **Family Conferences**

The student assessment data described above and administered in the first month of school is reviewed with parents/guardians (and with the students themselves when appropriate) through our Fall and Spring Family Conferences. At these conferences, goals are set for the remainder of the school year. Progress towards these goals is reviewed in each Trimester Progress Report, and new goals, if applicable, are set for the upcoming Trimester/year. The final progress report of the year is completed and sent to parents/families at the end of the school year.



### **Special Education Program**

When a child demonstrates a pattern of underachievement and/or very slow growth, despite previously documented interventions provided via the Rtl or SST process, we will often initiate a referral for special education. In certain, very limited circumstances, a referral for special education may be made without the full implementation of other interventions.

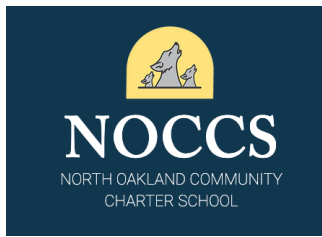
Any parent suspecting that a child has exceptional needs may request, through their school principal, an assessment for eligibility for special education services. Special education assessments are conducted by qualified District staff within 60 days of receiving the parents' or educational rights holder's written consent to a formal assessment plan. A written report of the testing results is shared with the parents/rights holder at an Individualized Education Program (IEP) meeting. The assessments must identify any suspected disability, any adverse effects on the student's achievement, and any areas of need. Using this information, the IEP team determines eligibility, goals, and objectives for the educational program and an appropriate special education program or service for the student.

Requests for assessment for special education services must be made in writing. After receiving a request for assessment, the family will be contacted by NOCCS staff who will inform the family of their rights within this process and the timelines for moving forward with the assessment process. In certain situations where the family/school fails to provide appropriate documentation of a suspected learning disability and/or appropriate interventions, NOCCS may also provide the family with a notice that an assessment is not warranted/appropriate at that time. In such cases, the school will work to devise other supports and interventions for the student, such as a 504 Plan.

Students who qualify for special education services are provided with Individualized Education Programs (IEP) and additional support and resources needed to support their academic, social, and emotional success. Teachers are expected to work collaboratively with our special education students, families, and personnel to implement any modifications or accommodations outlined within a child's IEP.

Meetings are held on an annual basis to update each child's IEP. Addendum meetings may be requested and will be scheduled at any time. In addition, families are provided with updates on each IEP goal along with their child's progress report.

In the case of a special education student, or a student who receives 504 accommodations, NOCCS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the



discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Progress towards IEP goals will be reported to parents/guardians by the student's special education service provider (RSP Teacher, Speech Therapist, Occupational Therapist, and/or others designated as per the IEP as having responsibility for implementing IEP goals) a minimum of three times per year, as a part of the NOCCS progress report.

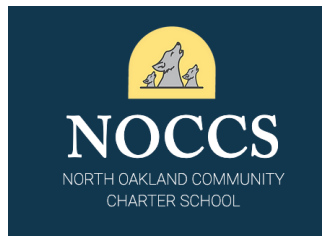
The district provides transportation services, such as bus passes and school bus service, to special education students who have transportation services as part of their IEP. Call our Special Education Department at **510-879-5005** or email [transportation@ousd.org](mailto:transportation@ousd.org) for specific questions related to transportation. Families may complete transportation forms at [ousdL.org/transportation](http://ousdL.org/transportation).

### **504 Program**

NOCCS recognizes its legal responsibility to ensure that no qualified person with a disability, on the basis of disability, be excluded from participation, be denied benefits of, or otherwise be subjected to discrimination under any program of NOCCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning and accessing the NOCCS curriculum, is eligible for reasonable accommodation by NOCCS.

NOCCS will be responsible for ensuring compliance with Section 504. A student may be referred by anyone, including a parent/guardian, teacher, other NOCCS employees, and/or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504.

When appropriate, a 504 team will be assembled by the Director or designee. The 504 team will include, but is not limited to, the student (where appropriate), teacher(s), parent/guardians, and other qualified persons knowledgeable about the student, means of evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records and assessments, and is responsible for making a determination as to whether an evaluation of 504 is appropriate. If the student has already been found ineligible for special education services or related services, those evaluations may be used to help determine eligibility under Section 504.



The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and is provided to the parent or guardian of the student. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education, pursuant to Section 104.33 of Title 34 of the Code of Federal Regulations. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing on a variety of sources, including, but not limited to, assessments conducted by NOCCS staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and other participants in the student's education receive a copy of each student's 504 plan. A copy of the 504 Plan will be maintained in the student's file.

Support providers, consisting of teachers, family members, learning specialists, members of the administrative team, and others meet, at a minimum, on an annual basis to review and construct individualized support plans for students with 504 plans. Additional meetings will be scheduled as needed to support the success of all students with 504 plans. Progress towards these goals is reported in additional family conferences held by both the teacher and administration team.

## **Common Core State Standards**

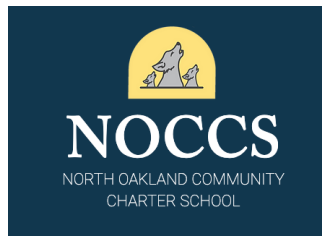
Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards. Below you will find information about the standards and the CCSS-related activities taking place in California.

## **The English Language Proficiency Assessments for California (ELPAC)**





The English Language Proficiency Assessments for California (ELPAC) was established in 2018. The Summative ELPAC became operational on February 1, 2018. The Initial ELPAC became operational on July 1, 2018. The ELPAC replaced the California English Language Development Test (CELDT), which became inoperative on June 30, 2018.

The ELPAC satisfies the federal law which requires a statewide English language proficiency (ELP) test that local educational agencies (LEAs) must administer to: (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English learners (ELs) who have not been reclassified as fluent English proficient (RFEP), as a summative assessment. The initial ELPAC identifies students as either ELs or initial fluent English proficient. The summative ELPAC assesses the progress of ELs in acquiring the skills of listening, speaking, reading, and writing in English.

### **Student Participation**

ELPAC regulations require LEAs to administer the Initial ELPAC to all eligible students in kindergarten through grade twelve, ages three through twenty-one, whose primary language is a language other than English, to determine whether they are ELs, within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1. LEAs also are required to administer the Summative ELPAC annually to students identified as ELs until they are RFEP.

### **Content and Format**

The ELPAC assesses public school students in K–12 in the following four domains in English:

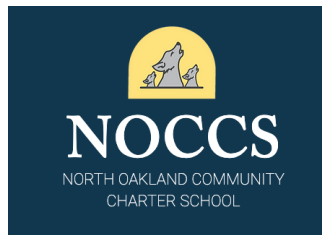
- Listening
- Speaking
- Reading
- Writing

It is aligned with the English language development standards adopted by the State Board of Education (SBE). The task types included in the ELPAC are detailed in the ELPAC Initial and Summative Domain Information Sheets, located on the [CDE ELPAC web page](#).

### **English Learner Teacher Authorizations**

California has two state educational agencies which provide guidance and implement legislation regarding English learner teaching authorization. The California Commission on Teacher Credentialing (Commission or CTC) is the authorizing agency for teachers in California. The California Department of Education (CDE) administers and oversees state and federal programs and regulations to support schools, including programs for English learner (EL) students. Additionally, County Offices of Education monitor for compliance under the [Williams Case](#).





State and federal statutes, regulations, local policies, student population, grade level, the content of a course being taught, and the instructional approach all factor into determining which authorizations a particular teacher is required to possess. A teacher assigned to EL students will need an authorization for instruction of EL students in addition to an authorization in the content area of instruction. Specific teacher authorizations are based on the rights and needs of the students to an appropriate education.

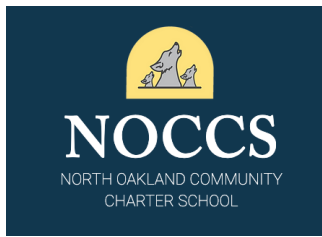
EL students require Designated English language development (ELD) and Integrated ELD, which typically utilizes Specially Designed Academic Instruction in English (SDAIE) strategies. In addition, EL students who are placed in a language acquisition program other than structured English immersion require primary language instruction (L1). All EL services must be provided by teachers authorized for such instruction until these students are reclassified as fluent English proficient. Through monitoring reviews, the CDE specifically monitors teachers assigned to core academic subjects, such as courses required for graduation and promotion. The CDE also monitors whether former EL students are succeeding in the regular program at a level of parity to their English-speaking peers. Recent legislation requiring EL students to have access to the standard instructional program can be found on the [CDE English Learner Legislation web page](#). The CTC monitors credential assignments, including subject matter, grade-level, special education, and EL authorization per the provisions in [California Education Code \(EC\) Section 44258.9](#).

All teachers that possess BCLAD or CLAD authorization may teach Integrated ELD. In order to teach Designated ELD, however, teachers should have the correct base credential relevant to the type of credits received by the students enrolled in the specific course. EL authorizations are supplemental to their base credential and therefore relate back to a teacher's multiple subject, single subject, or Education Specialist teaching credential.

**Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B, and the California Education Code  
Notice of Procedural Safeguards Revised October 2016**

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

**What is the Notice of Procedural Safeguards?**



This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year
- When the decision is made to make a removal that constitutes a change of placement

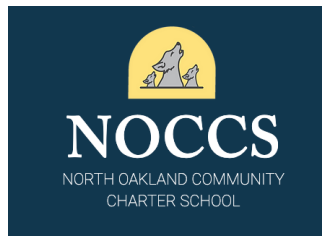
(20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

### **What is the Individuals with Disabilities Education Act (IDEA)?**

IDEA is a federal law that requires school districts to provide a free appropriate public education" (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

### **May I participate in decisions about my child's education?**

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. The LEA must provide notifications to parents about IEP meetings as well as the information relating to the participation of other individuals on the IEP Team that the parent may invite who has knowledge or special expertise regarding the student (including not less than one general education, not less than 1 special education teacher, and an



LEA Representative) .

You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC 1414[d] [1]B-[d][1][D]; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audio tape recording an IEP meeting, the meeting shall *not* be recorded on an audiotape recorder. Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1 [g][1], and 56506)

### **Where can I get more help?**

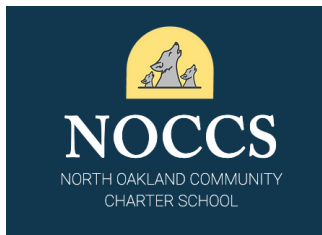
When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

### **What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?**

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education



(CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

## **Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records**

### **Prior Written Notice**

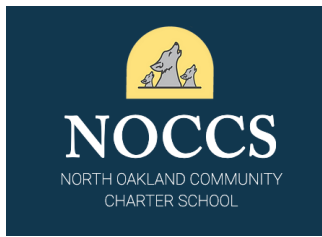
#### **When is a notice needed?**

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 *USC* 1415[b][3] and (4), 1415[c][1], 1414[b] [1]; 34 *CFR* 300.503; *EC* 56329 and 56506[a]) The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 *CFR* 300.304; *EC* 56321)

#### **What will the notice tell me?**

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and



7. A description of any other factors relevant to the action proposed or refused. (20 *USC* 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 *CFR* 300.503)

## **Parental Consent**

### **When is my approval required for assessment?**

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

### **When is my approval required for services?**

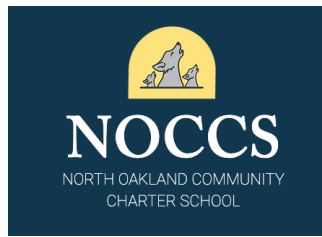
You must give informed, written consent before your school district can provide your child with special education and related services.

### **What are the procedures when a parent does not provide consent?**

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures. If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures. If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay. If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding. In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 *USC* 1414[a][1][D] and 1414[c]; 34 *CFR* 300.300; *EC* 56506[e], 56321[c] and [d], and 56346).

### **When may I revoke consent?**

If at any time subsequent to the initial provision of special education and related services, the



parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

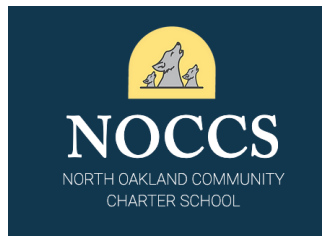
## **Surrogate Parent Appointment**

### **What if a parent cannot be identified or located?**

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent. A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 *USC* 1415[b][2]; 34 *CFR* 300.519; *EC* 56050; *GC* 7579.5 and 7579.6)

## **Nondiscriminatory Assessment**

### **How is my child assessed for special education services?**



You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]-[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001 [j] and 56320)

## **Independent Educational Assessments**

### **May my child be tested independently at the district's expense?**

If you disagree with the results of the assessment conducted by the school district, *you* have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

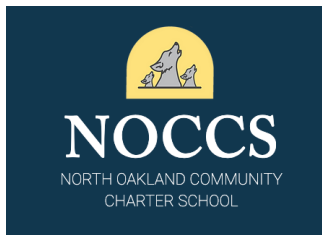
The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment. If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom..

If the school district proposes a new school setting for your child and an independent





educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c]).

## **Access to Educational Records**

### **May I examine my child's educational records?**

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) **business** days after the request has been made orally *or* in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)

## **How Disputes Are Resolved**

### **Due Process Hearing**

#### **When is a due process hearing available?**

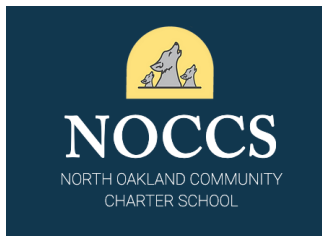
You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[1])

### **Mediation and Alternative Dispute Resolution**

#### **May I request mediation or an alternative way to resolve the dispute?**

A request for mediation may be made either before or after a request for a due process hearing is made. You may ask the school district to resolve disputes through mediation or alternative dispute





resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

### **What is a pre-hearing mediation conference?**

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a non adversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE. At the prehearing mediation conference, the parent or the school district may be accompanied and advised by non attorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing. All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

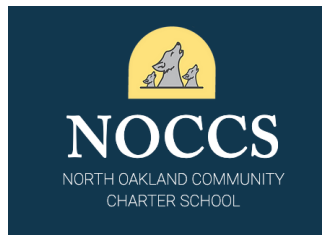
The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)

## **Due Process Rights**

### **What are my due process rights?**

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is



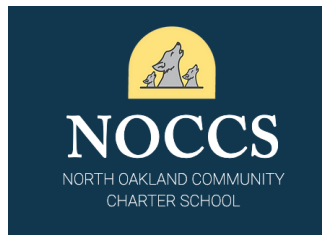
- knowledgeable of the laws governing special education and administrative hearings (20 *USC* 1415[f][1][A], 1415[f][3][A]-[D]; 34 *CFR* 300.511; *EC* 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (*EC* 56505 [e][1])
  3. Present evidence, written arguments, and oral arguments (*EC* 56505[e][2])
  4. Confront, cross-examine, and require witnesses to be present (*EC* 56505[e][3])
  5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (*EC* 56505[e][4])
  6. Have your child present at the hearing (*EC* 56501[c][1])
  7. Have the hearing be open or closed to the public (*EC* 56501[c][2])
  8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (*EC* 56505[e][7] and 56043[v])
  9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC* 56505[e][6])
  10. Have an interpreter provided (*CCR* 3082[d])
  11. Request an extension of the hearing timeline (*EC* 56505[f][3])
  12. Have a mediation conference at any point during the due process hearing (*EC* 56501[b][2]),
  13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC* 56507[a]). (20 *USC* 1415[e]; 34 *CFR* 300.506, 300.508, 300.512 and 300.515)

## **Filing a Written Due Process Complaint**

### **How do I request a due process hearing?**

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child



2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415[f][1][B]; 34 CFR 300.510)

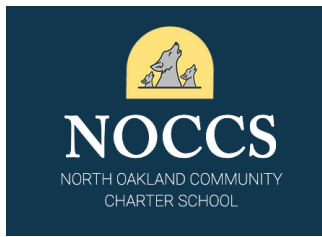
### **What does a resolution session include?**

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415[f][1][B]; 34 CFR 300.510)

### **Does my child's placement change during the proceedings?**

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34



*CFR 300.518; EC 56505[d]*)

### **May the decision be appealed?**

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 *USC* 1415[i][2] and [3][A], 1415[1]; 34 *CFR* 300.516; *EC* 56505[h] and [k], *EC* 56043[w])

### **Who pays for my attorneys' fees?**

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs **to** you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 *USC* 1415[i][3][B]-[G]; 34 *CFR* 300.517; *EC* 56507[b])

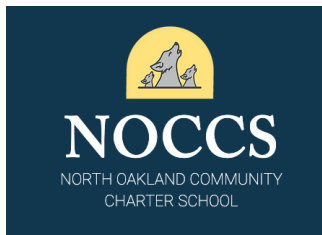
Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 *USC* 1415[i][3][B]-[G]; 34 *CFR* 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 *USC* 1415[i][3][B]-[G]; 34 *CFR* 300.517)

**To obtain more information or to file for mediation or a due process hearing, contact:**



Office of Administrative Hearings Attention:  
Special Education Division 2349 Gateway Oaks  
Drive, Suite 200 Sacramento, CA 95833-4231  
(916) 263-0880  
FAX (916) 263-0890

## **School Discipline and Placement Procedures for Students with Disabilities**

### **School Discipline and Alternative Interim Educational Settings**

#### **May my child be suspended or expelled?**

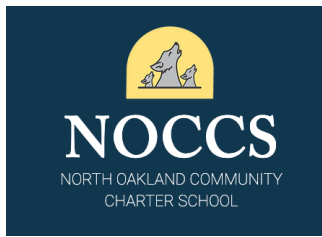
School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to: An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

#### **What occurs after a removal of more than ten (10) days?**

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may



be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

### **What happens if the IEP team determines that the misconduct is not caused by the disability?**

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

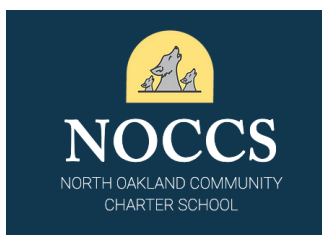
Regardless of the setting the school district **must continue** to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

## **Children Attending Private School**

### **May students who are parentally placed in private schools participate in publicly funded special education programs?**

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a] [10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A



court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10] [C]; 34 CFR 300.148; EC 56175)

### **When may reimbursement be reduced or denied?**

The court or hearing officer may reduce or deny reimbursement if you did not **make** your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school **district**, including stating your concerns and intent to enroll your child in a private school at public expense. Your notice to the school district must be given either: At the most recent IEP team meeting you attended before removing your child *from* the public school, or In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

### **When may reimbursement not be reduced or denied?**

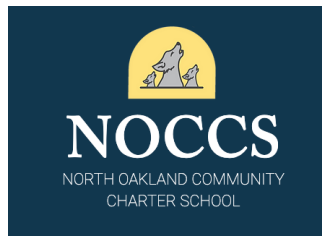
A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons: The school prevented you from providing notice, You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district Providing notice would likely have resulted in physical harm to your child Illiteracy and inability to write in English prevented you from providing notice, or Providing notice would likely have resulted in serious emotional harm to your child (20 USC 1412[a] [10] [C]; 34 CFR 300.148; EC 56177)

## **State Complaint Procedures**

### **When may I file a state compliance complaint?**

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department





of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151-153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education Special  
Education Division  
Procedural Safeguards Referral Service  
**1430** N Street, Suite 2401  
Sacramento, CA 95814

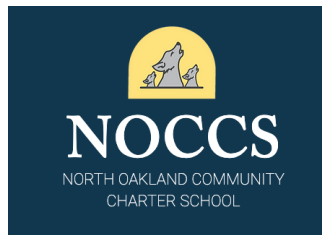
For complaints involving issues not covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.

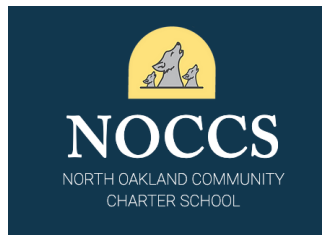
### **Promotion and Retention Policy and Procedures, Final – Passed by NOCCS Board: 12-10-2011**

- NOCCS students shall be assessed, using multiple state-mandated, school-wide, and classroom-based measures, throughout the school year to gauge student understanding, achievement, and/or growth.
  - State-mandated measures include the California Standards Test for students in grades 3 – 5 and the CELDT for English Language Learners.
  - School-wide measures may include, but are not limited to, the following: tri-annual progress reports, interim mathematics assessments, Teachers' College Running Records, Fountas and Pinnell reading assessments, and various "performances of understanding".
  - In addition, NOCCS teachers may develop and use a range of classroom based assessments (performance tasks, experiments, observations, quizzes, and tests).
  
- Students who demonstrate a pattern of moderate to strong growth and/or achievement towards school and state academic standards as measured by two or more of the assessments outlined above for each core subject area, in addition to successfully completing other state and school requirements (such as PE and CAL) shall be considered in good standing for promotion.





- Students who demonstrate a pattern of low and/or limited growth and/or underachievement towards school and state academic standards as measured by two or more of the assessments outlined above for two or more core subject area will be identified as at-risk of retention by their teacher(s) at the start of the end of each trimester. Whenever possible, this will be documented in writing in the comments section of the progress report.
- The teacher will work with the Administrative Team, the student's family, and/or other personnel to develop a plan, implement, and monitor a plan to provide the student who is deemed at risk of retention with the appropriate support and/or intervention strategies.
- Support and intervention may include, but is not limited to:
  - Specific, targeted classroom-based instruction
  - Differentiated assignments
  - Referral to/participation in the RTI team process
  - Referral for assessment for special education
- Students who receive documented support and intervention strategies for one or more trimesters and still fail to make improved progress and/or continue a pattern of underachievement towards school and state academic standards as measured by two or more of the assessments outlined above may be identified as candidates for retention.
- Students identified as candidates for retention must be identified as such on or before their Winter Trimester Progress Report.
- Teachers must schedule a minimum of two parent-teacher conferences for all students identified as <sup>1</sup> candidate for retention. It is recommended that these conferences take place at the end of the Winter Trimester and in the middle of the Spring Trimester.
- At the first conference (held at the end of the Winter Trimester) the teacher will:
  - Review the student's achievement data and outline areas of concern
  - Review support strategies that have been implemented and document their results to Inform the parent/guardian that the student is being considered as a candidate for retention
  - Collaborate with the parent/guardian and/or other personnel to develop and document additional plans and strategies to support the student
  - Discuss and understand the pros and cons of retention as a support strategy
- At the second conference, the teacher and a member of the administrative team must be in attendance. At the second conference (held within the Spring Trimester),

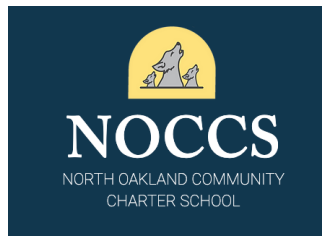


the team will:

- o Review the student's achievement data and outline areas of concern
  - o Review support strategies that have been implemented and document their results to Inform the parent/guardian that the student is being considered as a candidate for retention
  - o Make a decision in regards to the use of retention as a strategy, including consideration of factors such as the academic, effort, age, maturity, developmental, social, and emotional levels of the student
  - o Collaborate with the parent/guardian and/or other personnel to develop and document additional plans and strategies to support the student
  - o If a student is in the process of being assessed for Special Education services or has an Individualized Education Plan, an IEP meeting will be held in conjunction with this second conference in determining the use of retention as a strategy
- Whenever possible, the team (parent/guardian, teacher(s), specialist, and administrative team) will work collaboratively to make a decision to move ahead with the use of retention as a strategy.

<sup>1</sup>If the student's parent/guardian fails to attend the conference, the teacher may still hold the conference with a member of the administrative team. The meeting will be fully documented and the student's parent/guardian will be provided with written notes/documentation of the meeting.

However, should there be a lack of consensus; the Director will make all final decisions related to retention for students in grades 1 through 5.<sup>2</sup> Determinations about retention shall be documented in the student's final (Spring) Progress Report. If a student is retained, a team ideally composed of the Parent/Guardian, Teacher, Administrative Team Member, and other support personnel shall design a plan to support the student through the retention process. <sup>2</sup>For students in Kindergarten, the parent/guardian shall make all final decisions about retention



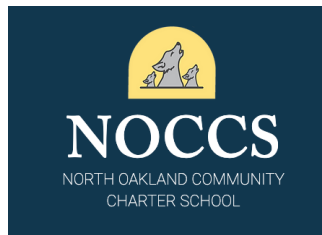
## **Drop Off, Dismissal and Pick-Up at NOCCS**

We believe that a student's transition between home and school can influence a child's school day, outlook toward learning, and – most importantly – their safety! We firmly believe that every child should be and feel safe during these daily transitions and therefore, we ask that all members of our school community follow these guidelines.

- **Extended Day Program Hours**
  - **Before School Care Hours (K – 5):** 7:30 AM – 8:15 AM
  - **Seedlings Program (Kinder-2nd):** 3:00 PM- 6:00 PM (M,T,TR, F)  
Wednesdays 1:30 PM – 6:00 PM
  - **Roots Program (3 – 5):** 3:00 PM – 6:00 PM (M,T,TR, F) Wednesdays  
1:30 PM – 6:00 PM
  
- **Morning Arrival & Afternoon Dismissal**
  - Students will meet their teachers on the yard and have supervised breakfast from 8:15-8:30.
  - Students in grades K-5 have supervised recess in the elementary yard (west side of the building) from 8:15-8:30 each morning (except on rainy days). Students arriving late must check into the office before proceeding to class.
  - **Dismissal Daily:**
    - Location: TK - 2 dismissed in the Yard
    - Location: 3 - 5 dismissed in Linden park
  - **Early Dismissal:**
    - Students will not be able to be checked out for early dismissal after 2:30 pm because the school will be preparing for dismissal.

### **Before School Care**

- **All students participating in before school care MUST be registered through the Extended Day Program.** Before school care will operate from 7:30 AM – 8:15 AM daily.
- Students who are registered and participating in before school care are to enter the EDP room via the driveway gate. Students who are not registered for before school care may NOT be on campus (including front steps, bike racks, the park, etc.) without parent supervision prior to 8:15 AM.

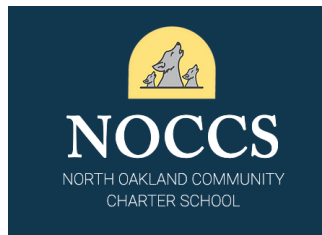


### **Drop Off Zone**

- Families who are **dropping off via car** should make sure to obey the following guidelines in order to make curb-side drop off safe and efficient for all:
  - **Students** (who are not being walked into the building by parents/guardians) **are to exit cars exclusively in the drop-off zone.**
  - Drivers with other small children in the car (who are *not* exiting at NOCCS) are asked to consider placing car seats on the left side of the vehicle so that students coming to NOCCS can safely exit the car *on the curb side* of our drop off zone.
  - Drivers are to approach the surrounding 3 block vicinity of NOCCS with extreme care and caution, paying close attention to all speed limits and looking out for students and families who are coming to school on foot and bicycles.
  - **Drivers are advised to approach the school from 40<sup>th</sup> Street (rather than driving up or down 42<sup>nd</sup>) and then turning onto Linden Street.**
  - From Linden, drivers are to turn left onto 42<sup>nd</sup> Street and pull into the NOCCS drop-off zone which will be marked off with cones and signage.
  - **Pull *all the way forward* in the drop-off zone**, which should be able to accommodate three cars at a time. Do not stop short if there is space to pull forward.
  - **Do not stop to unload in the handicap access space or in the crosswalk.**
  - Once passengers have been unloaded, drivers are to signal to pull up and out of the drop-off zone, again, making sure to look very carefully for pedestrians and bikes.
  - Parking or vehicle standing is never allowed in the drop off zone during drop-off times.
  - Drivers should proceed down 42<sup>nd</sup> Street and turn onto Adeline. **U-turns should NEVER be made on 42<sup>nd</sup> Street during pick up or drop off times.**

### **Park and Walk-Ins**

- Families who are **driving to NOCCS, parking, and walking students into the building** should make sure to obey the following guidelines in order to make drop off safe and efficient for all:
  - Drivers are to approach the surrounding 3 block vicinity of NOCCS with extreme care and caution, paying close attention to all speed limits and looking out for students and families who are coming to school on foot and bicycles.
  - **Drivers are advised to approach the school from 40<sup>th</sup> Street (rather than driving up or down 42<sup>nd</sup>) and then turning onto Linden Street.**
  - Double check to make sure your vehicle is not blocking any of our neighbor's driveways or entryways before proceeding to NOCCS.
  - Never double park.
  - Please note that there is often ample parking on 43<sup>rd</sup> Street.



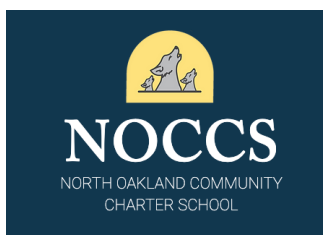
- Make sure to lock your car and take all bags and other belongings into the building with you.
- All community members are to use the crosswalks at 42<sup>nd</sup> and Linden Streets.
- **J-walking should never occur during pick up or drop off times.**

### **Biking, Skating, Walking to School**

- Families/students who are **biking, skating, or walking to NOCCS** should make sure to obey the following guidelines in order to make drop off safe and efficient for all:
  - Students who are biking or skate-boarding to school **MUST** wear helmets. Students who come to school without helmets will not be allowed to bicycle or skate home until the proper safety gear has been obtained.
  - Bikers are to show caution when approaching the school, making sure to look out for both traffic and opening car doors.
  - Bikers are to ride in the street, not on the sidewalk.
  - Bikes are to be walked on the sidewalks at all times.
  - Bikers may not ride in the park.
  - Bikes are to be locked (on a first come first serve basis) on the racks located along 42nd Street.
  - Once bikes are secured, students and parents are to enter the building through the front doors **ONLY**.
  - Skateboards are not allowed to be ridden on the sidewalks around NOCCS, in the NOCCS parking lot, or in the building at any time
  - Skateboards must be stored out of the way in a designated classroom space and remain there all day.
  - Bicycles **MAY NOT** be ridden on the school campus or in the building at any time
  - All bicycles must be secured with a sturdy lock on the bike racks provided. No bikes should be stored in the school without the prior consent of a school administrator.
  - NOCCS is not responsible for the theft or damage to anyone's bicycle or skateboard.

### **General Arrival/Dismissal**

- Arrival takes place at a unified time and place for all grades: Kindergarten through 5th grade, Mon-Fri in the NOCCS Yard from 8:15-8:30 am.
- Students enter through the front office doors after 8:30am to receive a tardy pass and entered into attendance.
- Students may not attend school if they are dropped off after 11:00am on any day.
- Dismissal takes place at the following times: Kindergarten through 5th grade: 3:00 – 3:10 PM on Monday, Tuesday, Thursday, Friday ○ Kindergarten – 5th: 1:30 – 1:40 PM on Wednesday
- Students may not be dismissed from school before the last 30 minutes of any day.
- Students who are dismissed from classrooms as walkers, bikers, or who take public transportation are to go directly home. These students should not stop and play on the Linden Park play structure or basketball courts unless otherwise arranged, in writing, with



the Head of School.

- Play on the NOCCS playground is reserved for students registered into the NOCCS EDP
- Any students not picked up within 10 minutes of their dismissal time will be brought to the office where the teacher will assist the student in calling home.
- The NOCCS Head of School (or designee) will do a sweep of the building and playground areas surrounding NOCCS (including the Linden Park play structure) at 3:15 PM. Any unaccompanied child found in the building or surrounding park areas after 3:15 PM will receive a phone call home. Parents/guardians will then need to pick students up from NOCCS (main office or EDP) unless otherwise arranged by a NOCCS Administrator.

### **CARPOOLING / PICK-UP BY NON-GUARDIAN ADULT**

If a parent or guardian makes arrangements to have a non-guardian adult pick-up their child, they must inform their child. Sudden changes can be upsetting for children. The parent or guardian must also notify the NOCCS office **IN WRITING** about these arrangements. These notes can easily be left for the teacher on their communications clipboard. The note should include:

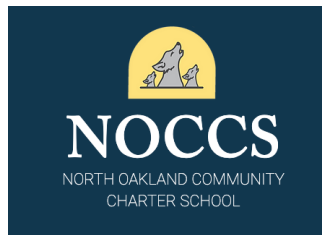
- a. Parent/Guardian's name
- b. Child's name
- c. Child's Teacher and Grade
- d. Name of adult picking up the child
- e. Date of pick-up

If a family that is not part of the NOCCS community is picking up your child for a play date, please be aware that they will be asked to show identification. The office will confirm whether or not they are authorized to pick up your child (if they are not listed on the emergency card, please make sure that you give authorization to the office in advance of pick-up **IN WRITING**). Any adult with whom a staff member is not familiar will be asked to show identification to make sure their name matches the name on the note from the parent/guardian. **Remind them to bring photo ID or your child will be kept at the school until we can find you or an adult listed on the emergency card to pick up your child.**

### **COMMUNICATING PICK-UP PLAN CHANGES**

We believe that a child's outlook toward learning and their feeling of comfort and safety during the school day is well served when they know what their schedule for the day is, who will pick them up, and when. However, we also understand that sometimes changes in schedule occur, and it is important for our students to develop the ability to understand and be comfortable with change. Therefore, we ask members of our community to observe the following guidelines.

- Please make every effort to have your after-school pick-up and play date arrangements finalized before you say goodbye to your children in the morning. Please refrain from arranging last-minute playdates after school.
- If you are in the building, please come to the office and leave a note for your child's teacher



informing them of your arrangements for pick-up. These notes will be retrieved by the teacher ½ hour prior to the end of the school day.

- Phone messages about changes in pick-up plans will be taken by staff and left for teachers on their office clip-boards. These notes will be retrieved by the teacher ½ hour prior to the end of the school day. However, please try to minimize these phone calls to the office whenever possible. All arrangements must be made at least ½ prior to the end of school in order to ensure that the note is received by the teacher.

## **School Day Health, Safety and Disaster/Emergency at NOCCS**

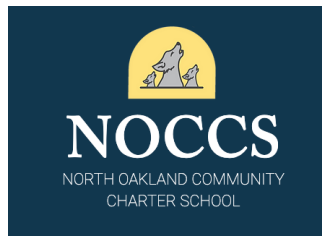
### **Yard & Recess Expectations and Procedures**

We believe that play areas should be a safe space where children are provided with a range of activities that provide opportunities for recreation, social time, and creative fun. We are committed to maintaining a climate of respect at all times. However, one of our play areas – Linden Park – is a public park, with many users from the community. We also believe that our students should share the park as good neighbors.

#### **Because of these beliefs:**

- NOCCS staff will have morning duty in order to provide appropriate supervision of arrival times.
- All classes at NOCCS will develop agreements about how they will work together to keep a safe and respectful space at recess at all times.
- Students will respect all living things
- Students will Practice Good Sportsmanship
  - Share balls and equipment
  - Respecting games that are in session
  - Encourage players with “good job” and “nice try”
  - Settle conflicts with “ro-sham-bo” and/or enlist the help of an adult
- Students will Play Fairly
  - Honor the agreed upon game rules
  - Take turns
- Students will Resolve Conflicts Peacefully
  - Use respectful language and tone
  - Use “I Feel Statements” and Peace Talks
- Students will Be Safe
  - No rough play
  - No jumping off the slide (Linden Park)
  - Only go down the slide, never up (Linden Park)
  - No climbing on any fences, trees, benches, etc.





- o No standing on the parallel bars (Linden Park)
- o No standing or sitting on top of the monkey bars (Linden Park)
- Students will Be Helpful
  - o Pick up balls and other equipment
  - o Help a hurt child
- There are several areas considered off limits:
  - o Students may not go beyond fences or fetch equipment from the streets. Only adults may pick up balls or equipment that have gone beyond the street
  - o Students may not play in stairwells
  
- Students will ensure that benches are the “quiet zones” where students may rest, sit, read, or finish a snack. It is also a space for students to “cool off” or have a peace talk.
- On the play structure NOCCS students will demonstrate safe and appropriate playground etiquette including:
  1. Walking in the play structure area at all times
  2. Sharing the space with neighborhood children
  3. Sliding seated and feet first
  4. Moving in one direction on the bars
  5. Spinning with a maximum of two people at a time for a maximum of 30 seconds per turn.
  6. Keeping feet on the spinner when in use.

### **Lunch & Snack Expectations and Procedures**

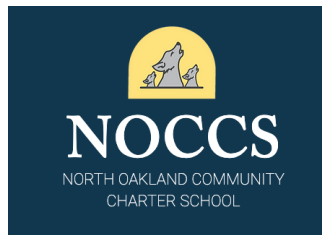
We believe that students need to have adequate time dedicated to sitting and eating their lunch. All students are capable of being responsible for cleaning up after themselves and being leaders in helping keep the play yards clean. **We do not allow soda, gum, or candy at school.**

Because of these beliefs:

- Children are expected to be respectful to their peers and supervisors
- Students will eat in the MPR or designated space outside
- All children will have 20 minutes of eating time.
- Anyone who finishes early will sit and relax.
- After eating time, all students will participate in clean up time.
- Students will throw out their own trash as well as recycle and compost appropriate items.
- Each table will be wiped down after use.

We believe that active, happy children need healthy food to consume during morning recess.





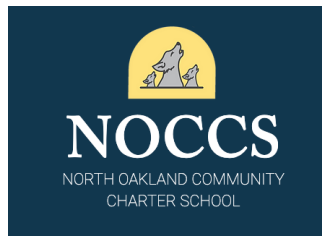
NOCCS also believes that learning to take care of one's body is a critical aspect of growing and developing into a healthy, productive citizen capable of making a strong contribution to our world. We are concerned – from both a public health and an educational perspective – with the recent upward trends of childhood obesity and diabetes that are so rampant in our community. Current research about healthy eating habits for students indicates that students who eat fresh and nutritious meals and snacks experience fewer behavioral and learning challenges in their school day. Furthermore, as stewards of the environment and in an effort to “reduce, reuse, recycle, and rot”, we also believe that our community must make an effort to act in a conscious and responsible manner when making choices about how lunches and snacks are packed and packaged, and how we dispose of waste at the school.

Because of these beliefs and findings:

- We ask parents to do their best to pack healthy snacks and lunches for school every day.
- Snacks and lunches should not include high-sugar items.
- Soda and candy are not allowed in student lunches or snacks. If a student is found with these items, they will be confiscated and disposed of by a staff member.
- Students may not bring items that require cooking, heating, or microwaving.
- Students are encouraged to bring their lunches in environmentally friendly and waste-reducing lunchboxes, containers, and thermoses.
- Students should not bring nut products (peanuts, peanut butter, almonds, cashews, strawberries, etc.)
- Children with food allergies or special diets should:
  - Bring a note from home at the beginning of the year informing the teacher and staff of the child's needs, as well as filling out the appropriate section of the Emergency Card
  - Bring their own food to special events.

### **School Visit Policy**

- All visitors to NOCCS must comply with NOCCS safety policies and procedures.
- All visitors/volunteers must immediately check-in to the office and put on a name tag.
- Visitor movement shall be monitored in and around the school.
- All minors visiting the NOCCS campus must be accompanied by an adult unless permission is granted by the NOCCS Directors for the minor to make an unaccompanied visit.
- Siblings of NOCCS students or minors visiting with parents or authorized pick-up adults are the sole responsibility of parents and/or authorized pick-up adults and must remain under the supervision of those parents or authorized pick-up adults.



- If an emergency drill, alarm, or procedure is in process during a visit, visitors are expected to comply with all safety procedures and protocols and must comply with all directions given by a NOCCS staff member.
- If suspicious or threatening visitors are encountered, NOCCS' Lockdown Protocol shall be utilized.

## **Field Trips and Chaperoning Policy and Procedures**

### **How to be a NOCCS Field Trip Driver**

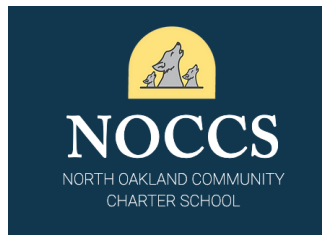
NOCCS teachers do a wonderful job of arranging educational field trips that support the units of study. Parent help is essential to make sure the trips run smoothly. Children on field trips at NOCCS either take public transportation or rely on parent drivers.

In principle, we try to use public transportation whenever possible. We believe that using public transportation gives our children a better field trip experience. They are able to see and connect with our greater community. It also allows them to put into practice their skills interacting with members of our community in a respectful and courteous manner.

However, some field trip destinations are possible to reach only by car, and we rely on parent drivers to make these field trips possible. As happens every year at NOCCS, in order for field trips requiring parent drivers to happen, we need to make sure all drivers are cleared to drive through the NOCCS Office. This is required by the NOCCS liability insurance provider ANNUALLY. In order to be cleared through the NOCCS Office, you will need to have the following on file:

1. A current DMV record on file with us from this academic year.
2. A copy of your car's liability insurance limits, showing at least an aggregate payout ability of \$300,000 (bodily injury & property damage, etc)
3. A copy of your driver's license.

DMV records can be ordered with forms downloaded from the DMV website, as well as forms on



file at the NOCCS Office. If you mail the order in, you must allow for a month's delivery time. If you need immediate classification as a driver, you can take the form in person to the DMV to receive your driving record immediately.

We MUST comply with this requirement. The reason is simple: if an unqualified driver drives on a NOCCS field trip and an accident occurs, that driver may be sued. Through that driver, NOCCS may be sued. If NOCCS has not complied with this requirement, our liability insurance provider may not protect us from the suit. Unprotected schools in this position have literally lost their school, and been shut down. NOCCS cannot afford to be unprotected.

### **NOCCS Chaperone Expectations**

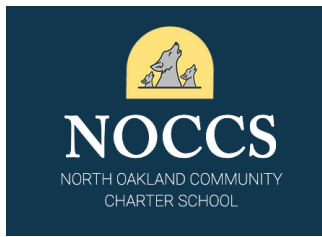
For your reference, here are the NOCCS Chaperone Expectations, so that you know what you are getting into when you sign up for these fun events! These guidelines were established several years ago and have been guiding us since:

#### Please do:

1. Help students focus on the field trip's purpose
2. Meet with the teacher to review chaperone guidelines and bus rules (if applicable) prior to field trip; attend any mandatory parent meeting
3. Be prompt
4. Serve as a good role model in behavior, language and appearance
5. Know the names of the students in the assigned group and make sure students are wearing name tags.
6. Stay with the assigned group at ALL times.
7. Consistently monitor student behavior
8. Be firm, fair and friendly in dealing with students, speaking quietly but firmly to disruptive students; praise good behavior; do NOT engage in verbal back-and-forth with students who are being disruptive – if this occurs immediately enlist the aid of a NOCCS staff member
9. Stay within arms reach of your group
10. Maintain confidentiality (health information, student disciplinary matters, etc.)
11. Ask the supervising teacher or administrator for help if needed
12. Immediately report any injuries or illnesses to a teacher or administrator
13. Review and be responsible for logistics, itinerary, and teacher expectations.
14. Focus your interactions on the students and the trip's intended purpose.

#### Please don't:

1. Take siblings or other family members on the trip
2. Leave assigned group unsupervised at any time
3. Socialize with other chaperones at the expense of the trip's purpose and students' needs
4. Take non-NOCCS non-emergency or non-NOCCS related phone calls on cell phones.



Thank you so much for helping with our field trips. NOCCS parents make these educational experiences possible, and are tons of fun!

### **NOCCS Health and Safety Procedures**

We believe that ensuring the safety and well being of all members of the NOCCS Community is one of our highest priorities and greatest responsibilities as a school. In order to do this effectively and efficiently, the school relies on the assistance, cooperation, and efforts of all members of our school community through frequent on-going communication, compliance with school procedures, contributing to the school's emergency preparedness, and remaining an active and alert member of the community.

The following health and safety related procedures will help all of us maintain a positive, productive, healthy, and safe community at NOCCS:

### **Emergency Information**

Each child must have emergency information on file in the office. This card identifies other adults, authorized by you, who may take your child from school. This includes normal pick-up days, illness or any disaster situation. Your child will NOT be allowed to leave school with anyone other than you, a parent or legal guardian, unless you have listed them on the Emergency Card. This release may be changed and updated by a legal guardian at any time during the school year. Please fill out the cards in their entirety. We must be able to contact you or a reliable neighbor or relative any time of the day. If there are changes during the year please immediately fill out a correction form (in the office).

### **Medical Concerns**

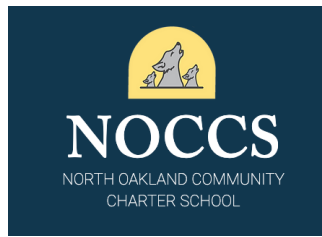
Medications taken at school: A child may NOT carry medication to school and self medicate. If your child needs to take any kind of medication at school (prescription or non-prescription) the following is required:

An adult needs to bring the medication to the school office in its original container and with the pharmacy label attached. The Office staff and/or Director will be responsible for administering medication. Your child must be responsible for coming to the office for his/her medication at the needed time. Our staff will help implement this procedure. Keep your child at home if: he/she has had a temperature or has vomited in the last 12 hours.

**If your child takes any medication, the family is responsible, at the start of each year, to supply the school with 2 days' worth of medication as well as specific instructions for administration.**

### **General Concerns**

Please immediately notify the teacher and Office staff of any medical conditions that may affect



your child at school. Please be sure to communicate any allergies or chronic health issues on your child's emergency card.

If your child is absent due to sickness, please make sure to notify the Office. Often, this information will help us alert other families to any symptoms that need attention.

### **Lice Policy**

We believe that healthy kids can better concentrate and flourish academically, emotionally, and socially. Healthy children better benefit from educational opportunities.

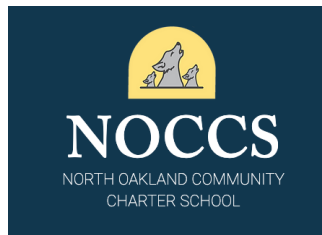
For this reason, NOCCS has a lice policy.

If a child is found with lice or nits, their family will be notified. The family must then treat the lice and return the child to school with a proof of treatment.

### **Disaster Preparedness**

Because our school is located in an earthquake-prone area, we want to remind you that, in the event of an earthquake occurring, the following procedures will be followed:

- In the case of an emergency we will use the One Call Now System to alert families of the situation and to provide them with important information about the conditions at the school and/or emergency steps we have taken. It is important for families to "opt-in" if they want to receive this information via text.
- No student will be dismissed from school unless a parent /guardian or person designated by a parent/guardian comes for him/her
- No child will be allowed to leave with another person, even a relative or babysitter, unless we have written permission to that effect or that particular person is listed on the student's emergency card in
  - our files. With this in mind, if your child's emergency information is not up-to-date, please provide this information to our office
- All parents or designated guardians who come for students must sign them out at the office or at the alternative Student Release Station. Signs will be posted on the front door if this alternative location is being used
- We are prepared to care for children in the event of a critical situation or if parents are not able to reach the school. We have a number of people with first aid certificates and will be in communication with local emergency services. We do ask for your help in the following areas:
  - Please do not call the school; we must have the lines open for emergency calls - following an earthquake or other major emergency, do not immediately drive to the school - street and access to our school may be cluttered with debris; the school access route and street entrance areas must remain clear for emergency vehicles
  - Do turn your radio to 740 (KCBS), 810 (KGO) or 530 on the AM dial; information and directions will be given over the radio.



## **Earthquake Kits**

The school has purchased and stores emergency supplies for the entire school population. These kits need to be refurbished approximately every three years. In such years we will ask all families for a donation in order to defray the costs related to updating these kits.

## **NOCCS Disaster/Emergency Plan and Procedures**

**PURPOSE:** This Emergency Action Plan has been developed to protect lives, reduce injuries, and minimize property damage during emergencies and / or natural disasters at NOCCS. Examples of such situations are fires, earthquakes, explosions, natural gas leaks, bomb threats, or other unanticipated emergency situations.

Emergency events, and issues that arise during an emergency, can never be fully anticipated, and emergencies can never be completely planned for, since each situation is unique. The procedures provided will address the most anticipated events. However, all emergencies, anticipated or unanticipated, will require good judgment and prudent response by the staff at NOCCS, who are ultimately responsible for emergency decisions.

## **PRE-EMERGENCY PLANNING AND PREPAREDNESS**

### **Site Specific Emergency Phone Numbers**

Emergency – (Medical, Police and Fire) 911

Local Police – 510-622-2916

Local Fire – 510-238-4000

Ambulance – 911 or 510-695-6600

Poison Control – 1-800-523-2222

Utilities (PG&E) – 1-800-743-5000

### **Nearest Hospitals:**

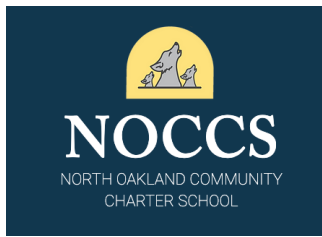
Alta-Bates Medical Children's Hospital Summit Medical  
2450 Ashby Avenue 747 52nd Street 350 Hawthorne Avenue Berkeley, Ca.  
94705 Oakland Ca. 94609 Oakland Ca. 94609 510-204-4444 510-428-3240  
510-655-4000

### **Emergency Broadcast Stations:**

KCBS (740 am) KNBR (680 am) KGO (810 am)

In the event of an emergency that requires that we completely evacuate the site (major earthquake or fire damage, toxic gas, etc.), NOCCS will relocate as a group to

**Home Depot Parking Lot**



**3838 Hollis Avenue  
Emeryville, CA 94608**

### **Medical Emergency Procedures**

First Aid is everyone's responsibility. Being ready to give emergency care can make the difference in saving a life, relieving pain and preventing further injury or infection. Students injured while at NOCCS are cared for in the following ways:

An injury may be inspected by the teacher, who may keep the student under observation in the classroom. For a more serious injury, the child is sent to the office for first aid. The home is routinely notified of a student receiving a blow to the head, whether it appears serious or not. In an emergency situation, 911 emergency services will be accessed. First Aid kits are stocked regularly and located in each classroom, as well as in the office.

### **Drills**

NOCCS' fire evacuation drill procedure is as follows:

Upon hearing the alarm, teachers lead their students through a predetermined emergency route into the park adjacent the school, proceeding in an orderly manner. If the first escape route is blocked, the teacher uses an alternate route. Post-evacuation, teachers promptly account for their students.

### **Earthquake Procedures**

The main concern during an earthquake is taking cover from falling objects. If inside the school building – STAY INDOORS. Drop to the floor, get under a desk or table, and cover your head. If a desk or table is not available, stand in the doorway or corner facing away from windows. Remain calm and quiet. Listen for instructions from the teacher. If outside the school building – STAY OUTSIDE. Move away from the building, trees, fallen wires, or telephone poles. If in Linden Park, stay in the park and do not re-enter the building until instructed to do so by the teacher.

### **Evacuation**

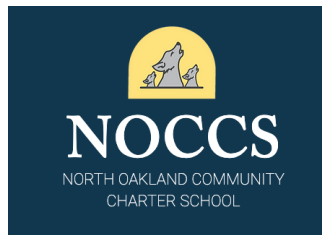
Teachers lead students through a predetermined route to the designated area (Linden Park). If the route is blocked, the teacher will use an alternate route.

#### **FOLLOW-UP IMMEDIATELY AFTER AN EVACUATION**

Upon arriving, teachers:

- Report injured or trapped people to the Head of School.
- Provide first aid, if needed. Seriously injured students are not moved from the designated area.
- Take the class roll from the list in the emergency bag.
- Check for fires and check for gas leaks.
- Locate and respond to injured or trapped people.
- Turn off main electrical circuits and check for electrical hazards.





- Check for pipe breaks and turn off valves as needed.
- Replace phone receivers on hooks.

### **Supervision of Students**

Students will remain in the park. Staff must remain on site at all times while there are children present. Students are to be kept calm and focused. If on a field trip, the teacher shall call NOCCS to determine at that time whether the class should come back to school or remain at the current location.

### **Gas Leak/Explosion Procedures**

Leaking gas, hazardous material spills, or other chemical contamination could be the cause of life-endangering explosions in or near the school. If there is a threat of an explosion, the Director will activate the emergency evacuation plan or other appropriate measures to insure student / staff safety.

If the odor associated with natural gas is detected, act fast. The odor will be strongest closest to the origin. Since there is an immediate danger of fire, explosion, or in an enclosed area, asphyxiation, do not try to discover the source of the gas. Staff should notify the Assistant Director or Office Staff if odor of gas is detected.

The gas company should be notified immediately. Do not touch electrical items (Don't turn on / off).

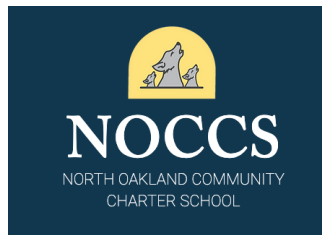
If possible, open windows. Extinguish all ignition sources. Turn off gas at the main. In the event of strong gas odor, or if a main breaks in your area, evacuate the area utilizing the Fire Evacuation Drill Procedures and notify the fire department.

### **Bomb Threat Procedures**

This plan for bomb threat procedures shall include training for key personnel most likely to receive a threat at the school (ie, staff). The following should be observed in the event a bomb threat is phoned in:

- If possible, complete the Bomb Threat Report.
- Take the phone off the hook. Do not use it to make any calls. The police may be able to trace the call using \*69.
- The following procedures should then be followed:
- If the threat is perceived as serious and immediate, evacuate the building utilizing the Fire Evacuation Drill Procedures.
- Contact local law enforcement.
- Proceed in accordance with local law enforcement instructions.
- If an evacuation is ordered, evacuate the building using the predetermined exit route and proceed to the designated assembly area. Await further instructions from local law enforcement.





## **Crisis Protocol - Lockdown**

It is NOCCS' goal to ensure that students are given the opportunity to attend school in a safe and secure learning environment.

On an annual basis the administrative team (and Safety Committee) will review and evaluate site security and safety. Assessment will include the following areas: crisis preparedness, security operational policies and procedures, and physical security measures (access control, intrusion detection / warning systems, inventory and key control, perimeter security and physical design). The most common school security measure used to prevent violence or other disrupting acts requires school staff to monitor both student movement and visitor movement in and around the school.

## **Lockdown**

In order to further secure staff and student safety, Lockdown may be utilized. The phone system acts as an intercom system and warning alarm. A phone is located in every classroom and the office. In addition, the school now also uses the One Call Now System and can alert teachers via cell phone/text message as needed. Staff who are providing instruction and/or supervision on the yard will have access to walkie-talkie devices for communication.

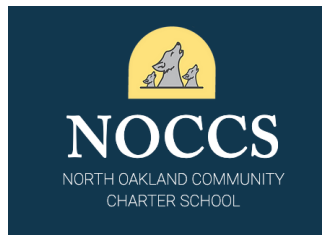
Upon being notified of the lockdown:

- Administrative staff will access 9-1-1- emergency services.
- All staff members will immediately lock their doors and cover windows/close their blinds.
- Students will be instructed to move to a designated space away from doors and windows.
- Students will be directed to remain calm and quiet. Listen for instructions.
- If there is an intruder reported in the building, students will be directed to the Linden Park playground area and hold for instructions.
- If there is a dangerous situation outside of the building, students will be directed to the closest school entrance, assemble in the closest classroom, and hold for instructions.
- If there is a dangerous situation outside of the building and the building is not accessible, students will be directed to the nearest "safe spot" (adjacent churches and schools) and held for instructions.

## **Injury and Illness Prevention**

### Injury and Illness Prevention Policy

NOCCS is committed to the health and safety of all employees and this commitment will govern actions when planning work, maintaining the school site, training employees, or conducting other activities that would have an impact on the health and safety of the NOCCS workforce.



### Responsibility

Safe procedures, safe working conditions, and the enforcement of safe working habits are the direct responsibility of the Director of NOCCS. The Director has been given this authority and responsibility to ensure that an effective Injury and Illness Prevention Program is implemented and maintained. Assigned duties include the following:

- Communicate health and safety issues and concerns to all employees (via staff meetings and Board meetings).
- Conduct and/or coordinate inspections.
- Investigate employee reports of unsafe work conditions.
- Conduct and/or coordinate employee safety training.

Ensuring the health and safety of all employees is a goal which the NOCCS Director can not accomplish alone. All employees must actively participate in achieving a safe and healthful environment. It is only through communication and cooperation that this objective can be achieved. The staff of NOCCS are assigned to the following responsibilities:

- Adhere to all safety rules and regulations.
- Wear appropriate safety equipment, as required.
- Maintain equipment in good condition
- Report all injuries immediately, regardless of severity.
- Encourage co-workers to work safely.
- Report unsafe acts and conditions as the situation arises.

### Hazard Assessment

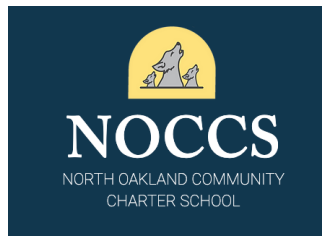
To identify and evaluate workplace hazards, periodic inspections will be performed by the Director and/or the Facilities and Safety Committee.

Periodic inspections are performed according to the following schedule:

- When NOCCS recognizes a new and previously unidentified hazard.
- When occupational injuries and illness occur.
- When new substances, procedures, or processes that present a potential occupational and health hazard are introduced into the workplace.
- Whenever workplace conditions warrant an inspection.

Specific schedules for conducting periodic inspections at NOCCS include the following:

- Annual safety committee site assessment
- Monthly inspection of portable fire extinguishers and smoke alarms.
- Ongoing identification and evaluation of workplace hazards will also occur as a result of communications from employees, investigations of workplace injuries and illness, and information gathered from other sources.



### Hazard Identification

Identification of hazardous conditions in and around NOCCS is an absolute priority. These hazardous conditions may include:

- Slipping and falling: games, pencils, toys, small chairs, debris. Good housekeeping ensures a hazard free work space.
- Back strain. Lifting correctly by using the large muscles of the legs instead of the smaller muscles of the back will help to reduce this hazard. In addition to the above-mentioned issues, there are other potential hazards which cannot be anticipated. To identify these potential hazards, periodic inspections will be conducted.

### Hazard Correction

The procedure for correcting hazards found during an inspection, or those which are reported by a member of the NOCCS community, is as follows:

- The Director and /or the Building and Grounds/Safety Committee will assess the hazard and interim control measures will be used if permanent control measures cannot be instituted in a timely manner.
- All conditions considered to be beyond the ability of the Director and/or the Building and Grounds/Safety Committee will be referred to an outside professional/contractor.

## **Health and Safety Guidelines**

### Bloodborne Pathogens

OSHA's Bloodborne Pathogens standard is designed to protect workers who may, in the course of performing their jobs, be reasonably likely to be exposed to blood or blood products. The nature of jobs at NOCCS is such that there is no reasonable anticipation of such exposure. In order to ensure that NOCCS employees are protected in the event of a rare exposure, NOCCS has adopted the following procedures:

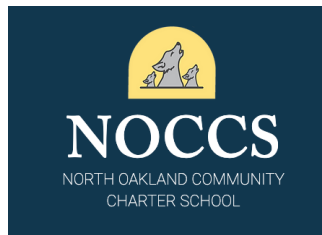
- Disposable gloves shall be stocked in every classroom first aid kit.
- Employees shall report an exposure incident immediately to the Director, who shall complete a report of the exposure incident. The employee shall be taken to a medical facility for post exposure evaluation and follow-up.

### Emergency Action Plan

To establish site-specific procedures for emergencies (ie, fire, earthquake, explosion, etc.) NOCCS has developed, and annually updates, an Emergency Action Plan.

### Emergency evacuation alarms

NOCCS uses an alarm system (intercom system) to alert employees and students of the need to evacuate the building.



### Exits (means of egress)

A means of egress is a continuous and unobstructed way of exit travel from any point in the building to a public way and consists of the following: the way of exit access, the exit, and the way of exit discharge. All exits and exit paths need to be unobstructed and clearly identifiable and all doors should preferably swing with exit travel.

### Hazardous materials

Chemicals meeting the definition of "Hazardous Materials" (including flammable, combustible, corrosive) shall be so marked and properly inventoried, stored, used, handled, and disposed of. A Material Data Safety Sheet (MSDS) will be filed for all hazardous materials to ensure that the appropriate information is available to all employees and students who may be exposed to potentially dangerous chemicals.

### Housekeeping

Housekeeping is one of the most important factors in accident/injury prevention. Good housekeeping ensures an orderly arrangement of supplies, storage and waste materials.

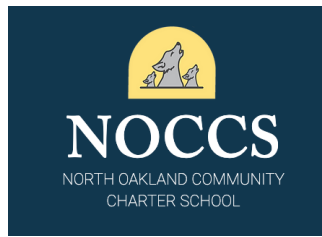
### Office safety

The following standards have been established for safety in office and administrative areas:

- Desks and reference tables are to be arranged so that electrical and /or telephone outlets and cables do not present tripping hazards.
- Floors are kept clean of objects (pencils, papers, etc.) and aisles are kept free of all tripping hazards (garbage cans, storage, etc).
- Electrical cords on machines and desk lamps must be kept in good repair. Ensure that cords are replaced when outer insulation is broken, and never remove (break off) the ground terminal of a 3-prong plug.
- Ensure that objects hanging on walls, cabinets, etc. are properly secured.
- Remove any defective office equipment from service immediately.
- Maintain all storage rooms and closets in a neat and orderly condition.

### Sanitary conditions

Good sanitary conditions must be maintained at NOCCS. Each employee shares in the responsibility for maintaining these standards. All lavatory facilities shall be maintained in a sanitary condition and provide running water, hand soap or other cleansing agent, with individual hand towels and receptacles for used towels.



## **ADMISSIONS REQUIREMENTS, PREFERENCES, AND DEFINITION OF TERMS**

To ensure that all students and families receive a smooth admission and enrollment process, all registration will happen through [SchoolMint](#).

### **General Admissions Process:**

1. Visit the School
2. Apply to NOCCS ([Schoolmint](#) or paper application)
3. Registration: Submission of all necessary documents
4. Family Meeting: phone call or sit down meeting with the principal
5. Admission Notification: NOCCS representative will reach out by email/phone to notify the family of admission status.

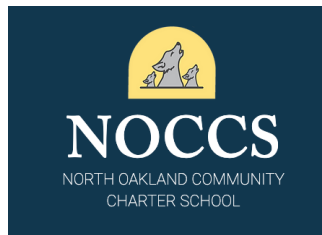
### **Admissions Requirements** are as follows:

- The applicant family must complete and submit an application form approved by the school.
- If a space becomes available, documentation must be provided to support the information provided in the application and to validate any admissions or lottery preference—*prior to* the seat being offered.
- TK/Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381: children must turn 5 years of age between September 2 and December 2 of their entering year.

**Admissions and Lottery Preferences:** The 2015 NOCCS Charter Renewal Document provides the criteria for admissions and lottery preferences. This document reads:

As stated in the core principles, NOCCS is committed to building a community of learners, representing the diversity of Oakland, and providing educational opportunities to underserved children. To reflect these values, admission to NOCCS shall be granted in the following order of preference and according to the following rationale:

- Currently enrolled students: to ensure educational continuity
- Siblings of enrolled and admitted students: to keep families together
- Children of NOCCS staff (not to exceed 10% of total enrollment) : to honor those committed to public education



- Children of NOCCS board members who have completed a required term of service (not to exceed 10% of the total enrollment): to honor those committed to public education
- Students from schools within OUSD (in which 50% or more of students qualify for free and reduced 4 lunch and in whose attendance boundary the charter school resides : to provide an equitable, high quality public school option to Northwest Oakland students and families
- Other prospective students residing within OUSD boundaries: to serve as a public school option for students and families of Oakland
- Families who reside within Emeryville
- All other applicants

If needed to establish / maintain relative gender balance, a provision may be invoked to reserve a certain number of spots for a given gender group.

### **Admissions Policy and Procedure Definition of Terms:**

**Admissions Preference** – *Admissions* preferences place students directly into available spots before the lottery is conducted. As of 9/1/2015 students in the groups below shall receive admissions preference, in the order listed:

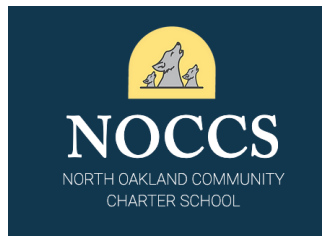
- Currently enrolled whose parents or guardians have indicated, by a stated deadline, their intent to return for the following school year.
- Siblings of enrolled students whose parents or guardians have filed an application for admissions or have indicated, by a stated deadline, their intent to enroll the sibling of currently enrolled student.
- Children of NOCCS staff who have filed an application for admissions and/or have indicated, by a stated deadline, their intent to enroll their child. If a NOCCS staff member enters employment after the close of the lottery, they may exercise their preference at the time of hire. This does not guarantee that the employee's child will be admitted, but that they will be placed at the top of the waitlist for their grade, after any previously waitlisted siblings of enrolled students.
- Children of NOCCS board members who have completed the required term of service and have met participation requirements as outlined in the NOCCS Board Policy governing external board members.

**Lottery Preference** – *Lottery* Preferences are applied to provide applicants who meet the group criteria, outlined in the NOCCS Charter and detailed below, to participate with a weighted advantage in a lottery process. As of 9/1/2015 these groups and their weighted advantages will include the following:

- Kindergarten applicants who provide proof of residence within the Oakland Unified School District's Northwest Oakland Neighborhood Attendance Area(s)<sup>1</sup>

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<sup>1</sup> This includes the attendance areas where NOCCS is located at 1000 42<sup>nd</sup> Street in Oakland, CA



(Neighborhood Attendance Area School(s)<sup>2</sup>, for so long as 50% or more of its students qualify for free and reduced priced lunch, shall be drawn until 40%<sup>3</sup> of all available Kindergarten Lottery spots have been filled. In the case that there are fewer Neighborhood Attendance Area applicants than 40% of all available Kindergarten Lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland Resident applicants.

- Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn prior to Non Oakland Residents.

**Sibling** - A sibling is a person with at least one parent or step-parent in common.

## APPLICATION

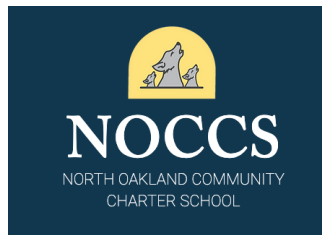
- 1) Families eligible for Admissions Preferences identified in the NOCCS Admissions Policy must complete and submit the Enroll Oakland Charters (EOC) common application form, as well as any specific additional NOCCS online forms linked to the common application—*noting any/all Admission Preference eligibility categories*—prior to the latest published application deadline. Failure to do so will mean that their application will not be given an admissions preference prior to the NOCCS Lottery and Enrollment Process. Families eligible for Admissions Preferences identified in the NOCCS Admissions Policy that submit the required application after the published deadline will be placed on the top of the NOCCS Admissions Waiting List in accordance to their Admissions Preference status, with first preference going to already enrolled students, second preference going to siblings, third preference going to children of staff, and fourth preference going to board members.
- 2) Families eligible for Lottery Preferences identified in the NOCCS Admissions Policy must be prepared to submit all relevant documentation for verification within 72 hours of a seat becoming available for their applicant(s). Failure to do so or submitting false documentation will mean that the offer of a seat will not be made and their application will be withdrawn from the NOCCS applicant pool.
- 3) All applicants must submit a completed application prior to the stated application deadline. Failure to do so will mean that their application will not be entered into the lottery. Applicants that submit the required application after the stated application deadline will be placed at the bottom of the NOCCS Admissions Waiting List in the order they are received.
- 4) New families can request an information sheet including relevant requirements and dates of the admissions process. This information is also available on the website.

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<sup>2</sup> As per the 2015-2020 NOCCS Charter, and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2016-2017 admissions lottery, NOCCS Kindergarten applicants zoned to attend Emerson Elementary, Sankofa Elementary, or Hoover Elementary shall be qualified as Neighborhood Attendance Area residents.

<sup>3</sup> For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

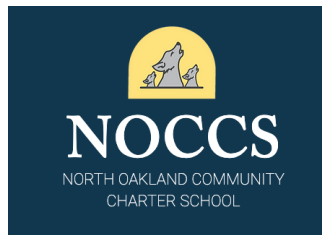




- 5) Complete applications must be received via the online portal by the published application deadline. Submitting a complete application is the sole responsibility of the applicant.
- 6) If/when a seat becomes available for an applicant, the family will have 72 hours to produce documentation to verify the following:
  - **Child's age and identity:** in the form of a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent/guardian; a birth certificate; previously verified school records; or any other documents permitted by law.
  - **Residency:** THREE documents showing matching names and addresses (financial information may be blacked out), such as:
    - i. A copy of a parent/guardian's CA Driver's License or official California ID Card from the Department of Motor Vehicles with your current address on it, or change it officially with the DMV (can be done online for \$2 at <http://www.dmv.ca.gov/online/coa/welcome.htm>) and attach the printout to your CDL copy
    - ii. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, cable bill, etc.
    - iii. Automobile registration AND automobile insurance (these documents count for two of the required documents, but must be provided together).
    - iv. Homeowners/renter's insurance policy
    - v. Rental agreement copy
    - vi. Property tax statement
    - vii. Official letter from a social services/governmental agency within 90 days
    - viii. A copy of any OUSD letters or documentation of OUSD resident status
    - ix. Transitional families who reside at a non-permanent address (such as a motel/hotel, shelter, car, or are with relatives or friends) and are unable to establish a permanent residence are encouraged to contact the NOCCS office or the Oakland Unified School District for assistance.

**Grade:** A copy of the child's most recent report card to verify grade level (waived for Kindergarten applicants)





*Please note that NOCCS utilizes the documents above for the purposes of establishing an applicant's identity, age, and residency ONLY. We do not collect information to verify citizenship, nor does a parent or student's citizenship status affect enrollment.*

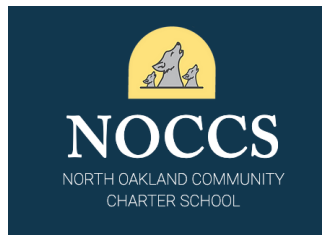
- 7) Applications must be re-submitted for every new academic year to ensure accuracy. Public Drawing waitlist positions are only good for the academic year for which the drawing was held.
- 8) Three documents verifying the address of the child must be made available within 72 hours of seat availability. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation within this timeframe. Applicants are advised to make all necessary prior arrangements in order to be prepared to provide the necessary documentation. Submitting complete documentation within 72 hours is the sole responsibility of the applicant.
- 9) If a family declines an offer of admission or relinquishes a spot after enrollment, the family's current position on the waitlist is forfeited for the admissions year. NOCCS may consider written requests to reinstate an offer of admission on a case by case basis, at the discretion of the Director of Enrollment, when there has been a significant change in a family's circumstances since the original offer. A request for reinstatement of an admission offer is not a guarantee of admission, since there may be no spaces available at the time. The applicant may be placed on the waitlist, at the discretion of the Director of Enrollment. Likewise, a sibling that did not previously enter the lottery may be considered for sibling preference on a case-by-case basis, at the discretion of the Director of Enrollment, if there has been a significant change in a family's circumstances since the lottery.

Examples of significant changes in circumstances that *may be considered* include but are not limited to:

- change of primary residence address
- changes made by OUSD that affect the child's placement within the district: (bilingual status, LD assessment, re-zoning)

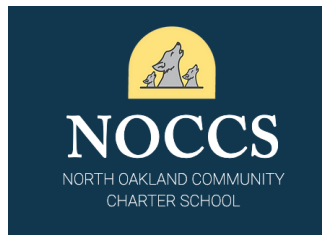
Examples of reasons that *are not likely to result* in a reinstatement include but are not limited to:

- change in financial status of the family
  - change of heart
  - admissions status change for child at a non-OUSD school.
- 10) NOCCS reserves the right to reopen the recruiting/admissions cycle once the waitlist has been exhausted.



## **PUBLIC DRAWING**

- 1) As described in the NOCCS Admission Policy, admission will be offered in order based on a set of preferences and a public random selection process. Collectively, these preferences and public random selection process are referred to in these Procedures as the “Selection Process”.
- 2) An Admissions Team will be responsible for conducting the Selection Process, communicating with new and prospective families, and informing families of their admission status. The Admissions Team will be composed of two members, the School Director/Principal and a staff member assigned the duty of admissions management. In the absence of one or more members of this team, the Admissions Team will be composed of at least three members: one board member, one current family member, and one staff member.
- 3) An announcement of the time, date and location of the drawing must be posted outside the school facility at least 72 hours ahead of time.
- 4) The drawing must be open to the public. Formulae or computer programs (showing lottery settings) used to conduct or assist in the drawing process must be available for public review at the drawing.
- 5) The drawing must be attended by at least two board members and one member of the Admissions Team.
- 6) Minutes will be taken documenting the order in which applicants are drawn.
- 7) Drawings will occur for all grade levels for which there are applicants, regardless of available space.
- 8) A family with 2 or more children applying to the same grade level may elect to enroll a child other than the one whose name is drawn; giving the family the choice of which child(ren) to enroll in case not all are admitted.
- 9) Oakland resident families are prioritized first, in descending grade order.
- 10) As outlined in the NOCCS Admissions Policy, the Selection Process includes: 1) an admissions preference for already enrolled students; 2) an admissions preference for siblings of enrolled students and admitted students; 3) an admissions preference for children of NOCCS staff; and 4) an admissions preference for children of NOCCS board members. A sibling is a person with at least one parent or step-parent in common. All siblings must be entered on all applicable applications. If a NOCCS staff member enters employment after the close of the lottery, he/she may exercise their preference at the time of hire. This does not guarantee that the employee’s child will be admitted, but that they will be placed at the top of the waitlist for their grade, after any previously waitlisted siblings of enrolled students.

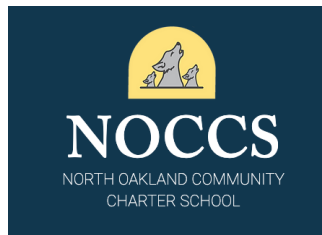


- a) Siblings of accepted children receive preference over other children in their grade levels, but not over siblings of enrolled children.
  - b) In the case of multiple siblings of enrolled students, order will be determined by the order in which the enrolled siblings were admitted, with a secondary sort of pull order in each respective drawing.
  - c) The preference for siblings of enrolled students is effective even in the case of enrolled students on the candidate list for graduation (i.e. siblings of 8th graders).
- 11) To support the core principle of equity, the NOCCS Admissions Policy allows for a lottery preference for Kindergarten applicants who provide proof of residence within the Oakland Unified School District's Neighborhood Attendance Area(s) for 1000 42<sup>nd</sup> Street in Oakland, CA (Neighborhood Attendance Area School(s)<sup>4</sup>). Kindergarten applicants' residential addresses at the time of application will be placed into the Schoolmint Address Finder system and used to determine if they are eligible for this preference. Applicants who qualify for this lottery preference shall receive 40%<sup>5</sup> of all available Kindergarten Lottery spots.
- 12) All applicants will be drawn, even past the point of available spots, to create a wait list order.
- 13) Families who are not Oakland residents are drawn similarly to Oakland residents in a separate pool. Their waitlist order number continues the sequence left off by the Oakland residents.
- 14) Applicant siblings of children who have been accepted will be noted, but the random drawings for their classes will occur normally. Applicant families should be aware that even if they are drawn at the top of their pool and a spot exists, siblings of admitted students in the same grade pool will be offered admission before their applicant.
- a) Applicant siblings of children who have been admitted will be given provisional preference over their peers. Their preference will go into effect only if the admitted sibling actually accepts the position and then enrolls by the given deadline. If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the original, randomly assigned order.
  - b) In the case of multiple siblings with provisional preference, order will be determined by the order in which their admitted siblings were drawn.
  - c) Children with siblings admitted after the drawing will receive provisional preference over other waitlisted children but not over enrolled or admitted children. If the admitted sibling

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<sup>4</sup> Commencing with the 2015-2020 NOCCS Charter Term and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2016-2017 admissions lottery, NOCCS Kindergarten applicants zoned to attend Emerson Elementary, Sankofa Elementary, and Hoover Elementary shall be qualified as Neighborhood Attendance Area residents.

<sup>5</sup> For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.



does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the originally assigned order.

- d) Kindergarten applicant siblings will occupy provisional spots designated for the general Oakland Resident pool (not the neighborhood attendance area pool to which 40% of all available lottery spots will be given).

15) In preparation for the Lottery, during the drawing, and if/when moving through the waitlist, the relative gender balance will be checked and the provision applied, if needed.

16) The waitlist shall remain in effect throughout the following academic year. However, families will be informed that position on the waitlist does not supersede higher order preferences.

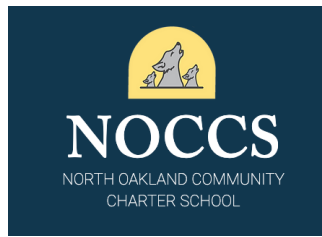
17) Any applications that come after the deadline will be added to the end of the waitlist in order of receipt date. However, NOCCS reserves the right to run a secondary lottery in special cases, such as the creation of a new classroom, etc. In the case that a secondary lottery is needed due to special circumstances, any applications that come after the deadline will be added to one of two additional pools independent of the pool created for on-time applications:

- a) Oakland residents
- b) Not Oakland residents

18) In the case of a secondary lottery, another two drawings will be scheduled and held for these two pools, respectively.

## **ADMISSIONS**

- 1) A student who was drawn for an open slot in the lottery or granted a placement through an admissions preference shall be notified by email and/or telephone/voicemail. NOCCS staff will post a public list of the lottery results within 5 working days of the drawing.
  - a. The deadline by which the family must accept (following submission and verification of required documents) or decline will be made clear at this time.
    - i. For applicants offered placement after the NOCCS lottery this timeline will generally be a 72 hour period.
    - ii. For applicants offered placement from the waitlist this timeline will generally be a 24 to 48 hour period.
  - b. For Kindergarten applicants offered placement after the NOCCS lottery, the school will host a reception and question/answer session. This event will be



scheduled prior to the deadline for acceptance of the offer of admissions. Children may attend this session with their parent(s), however, visits to classrooms will not be permitted at this event.

- c. For Kindergarten applicants offered placement from the waitlist an informational meeting may be scheduled with a NOCCS staff member at the discretion of the Director.
  - d. Application documentation must be provided and verified *prior to* a student or family attending any of the above events.
- 2) The family must accept (following submission and verification of required documents) or decline admission by the stated notification deadline. Acceptances or declines must be made via Schoolmint, email or in writing and received by NOCCS by the stated deadline. The absence of either will be taken as an implicit decline.
  - 3) If a family declines, the next family on this waitlist is offered admission.
  - 4) Until all available spots are filled, the status of all applicant families is undecided.
  - 5) A prospective, current, or waitlisted family may submit a formal grievance to the Board.
  - 6) Applicants granted admission or waitlist status on false pretenses will result in forfeiture of enrollment or waiting list placement at NOCCS for the admissions year. This is the case even if the false information had no material effect on the applicant's admission to NOCCS.
  - 7) Applicants granted admission must submit all required documents for enrollment in order to secure the offered spot by the deadlines given by the Admissions Team. Failure to meet these deadlines may result in a withdrawal of the admissions offer.