

**Nevada City School of the Arts
Charter Governance Council**

Regular Meeting Agenda

September 28, 2017

5:00 p.m. – 7:00 p.m.

Lower Campus Atrium

Call to Order: 5:00 p.m.

Roll Call:

Public Forum: *Members of the public are invited to address the Governance Council regarding issues for future agenda. Comments to be limited to 3 minutes.*

Plaudits:

Action Items

1. Approve Agenda

Consent Agenda

2. Approve August 31, 2017 Meeting Minutes – *See attached*
3. Approve School Policies – *See attached*
4. Approve Ends Policy – *See attached*

Reports

5. Director's FYI Report – Holly Pettitt – *See Attached*
6. Nominating Committee Report – Chris Maher

Discussion Items

7. Discuss appointing a new director to vacated seat.

Action Items

8. Approve B6, B7, B8 Report – *See attached*
9. Accept Archana Sharma Letter of Resignation – *See attached*

Adjournment 7:00 p.m.

This agenda was posted on Monday, September 25, 2017 at 5:00 p.m. at least 72 hours in advance of this meeting, at Building 3 and Building 8 and the NCSA website (ncsota.org). Handouts are available at the Building 8 reception office.

**Nevada City School of the Arts
Charter Governance Council**

Regular Meeting Agenda

August 31, 2017

5:00 p.m. – 7:00 p.m.

Lower Campus Atrium

Call to Order: 5:06 p.m.

Roll Call: Chris Maher, Paul Harton, MacKenzie Leeke, Jeff Corbett, Brook McGee, Leah DeLira

Guests: Holly Pettitt, Toni Holman, Jody Deaderick

Absent: Suzanne Doyle, Jenni Jordan, Archana Sharma

Public Forum: None

Plaudits: MacKenzie – Pippa would like to plaudit Lockers, Holly – Toni, Lee, for BOY set up. All the amazing employees. Holly for doing her first positive discipline.

Action Items

1. Approve Agenda with an additional Discussion Item of Board Members possible change of employment
Moved by Chris Maher 2nd: Leah DeLira
Unanimous Approval

Consent Agenda

2. Approve 6-9-17, and 8-19-17 Meeting Minutes
Moved by: Jeff Corbett 2nd: Paul Harton
Unanimous Approval

Reports

3. Director's FYI Report – Holly Pettitt provided a verbal update: Amazing trainings. Diversity Training: learning how to address potential issues. Intent vs Impact. Writing by Design program – Teachers are feeling a bit overwhelmed, but are very open. Table Top safety Emergency Drill: Chris Espedal led a couple of scenarios. The staff seemed to feel more confident. Positive Discipline Training: Revamping our program. Empowering the kids to problem solve. Playground: Structural Engineer – treehouse is not safe, wall is in question. We have not received any communication back from the Playground Company. Energy Solutions Specialist came in and provided an estimate and business plan to develop and Energy Plan. Jeff said to be prepared to change the approach. Holly is skeptical. The company has great reviews from Home Owners. We are checking into Business reviews. Holly would like her to do a presentation for the Board. It was suggested we look at other companies who do this.
4. Facilities Report – Jody Deaderick – Dave Thomas from Briar Patch will contact us about their interest in building 9. Building 1 interest: problem with loading dock need to put a loading ramp/lift at the loading dock or a fork lift available. The building 9 tour for parents went really well. Waiting for their ideas. The pot holes are fixed. Some problems in the pickup lanes. Slow! Maybe an aid at the bb court and drive.
5. Board Report – Chris Maher –covered under discussion items

Discussion Items

6. Discuss Committee Structure for upcoming year. Jeff - Chair, Jenni Brooke and Paul for Recruitment Committee. Chris, Suzanne, Holly, Melissa to form a Finance Committee.
7. Discuss - Follow up from the retreat:
Highlights: Holly: Talking about the community arts hub. The discussion about separating school and facility managements. Ends Policy discussion. Leah: Great opportunity to get a feel for things going on. Very creative going through the policies. Jeff: Policy Governance discussions. Stunned that he so was removed from the student body. Hungry kids. Can see that the staff/board is making a transition that is exciting. Brook: Really enjoyed the morning part. The afternoon she felt a bit lost. She liked that we move together as a single body. Jody: Enjoyed the small group brainstorming. Gave us a lot of direction. Paul: Really liked the other stakeholders involved. Great way to start the year. Likes seeing the board transforming. MacKenzie: Appreciated having a representative from each grade block. Liked being able to take all the ideas and focusing them into doable goals.

What could we do better: Location was too warm. MacKenzie saw the energy lessen as the day progressed. Leah suggested team building. Jody: Do the dry stuff in the beginning and have more invigorating part later.

Next Steps: Holly discussed the notes: Number 1 goals. Holly would like to take them and re-write the strategic plan. Jeff suggested that Holly not rewrite the strategic plan using the old one. Start with an outline. Chris agrees but it's up to Holly's discretion. Is it appropriate to give parents at B2S night to the five main topics? The board thought was a great idea. Time line? Holly would like to TRY to have the updated Strategic plan done in a year. Chris: The plan should reflect that the school is evolving its governance.

8. Discuss CBLD 101 Training in Sacramento on Sept. 23rd. Brook, Archna, MacKenzie and possibly Leah to attend.
9. Discuss Board Members possible change of employment: Paul named as Executive Directory – Cannabis Dispensary as a community benefit. Profits will be given to local nonprofits. A board was formed. Does the board feel this is appropriate? Reasonable concern but the feel is that because it is a not for profit organization focused on Medicinal Cannabis that it has no conflict for the CGC board. Jeff: We are entering a new phase with the legalization of Cannabis so we are encouraging a responsible path and example for our school community.

Action Items

10. Form Nomination Committee – First Task Reaffirm the Nominations Committee Charter.
Moved by Jeff Corbett 2nd MacKenzie Leeke
Unanimous Approval
11. Form Finance Committee
Moved: Jeff Corbett 2nd Paul Harton
Unanimous Approval
12. Approve Revised 2017-18 School Calendar (Portfolio Night Change);
Moved Leah DeLira 2nd Paul Harton
Unanimous Approval

Adjournment 7:32 p.m.

Respectfully Submitted

Toni Holman, NCSA Administrative Secretary

Date

Approved by the NCSA Charter Council

Chris Maher, Board Chair

Date

MacKenzie Leeke, Board Secretary

Date



NEVADA CITY SCHOOL OF THE ARTS

Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect the Nevada City School of the Arts' (the Organization's) status as a tax-exempt organization when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction.

In addition, this conflict of interest policy exists to ensure that the Organization complies with section 87000 et seq. of the California Government Code (the Code) regarding conflicts of interest. Section 87100 of the Code reads:

"No public official at any level of state or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest."

Further, section 87300 of the Code reads:

"Every agency shall adopt and promulgate a Conflict of Interest Code pursuant to the provisions of this article. A Conflict of Interest Code shall have the force of law and any violation of a Conflict of Interest Code by a designated employee shall be deemed a violation of this chapter."

Accordingly, the standard regulations enumerated in the Code 87300 are hereby incorporated by reference. The Organization and its board members, committee members and officers shall abide by the terms of the standard regulation.

This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Designated Positions

The following specific positions, which make or participate in the making of decisions which may foreseeably have a material effect on any financial interest shall make proper disclosures as described in Article III, Section 1 below:

Board/Charter Council members
School Director/Principal
Business Manager
Consultants

2. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

3. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose to the board the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Further, the Organization will adopt and comply with section 87300, et seq. of the Political Reform Act, which requires persons in all Designated Positions, as defined above, to file Forms 700 with the Organization:

- a) Within 30 days of assuming office;
- b) Annually, by April 1st of each year for the previous calendar year while in office; and,
- c) Within 30 days of leaving office.

Such disclosures will include:

- a) Interests in real property which are located in whole or in part:
 1. within the boundaries of the Charter School;
 2. within two miles of the boundaries of the Charter School; or
 3. within two miles of any land owned or used by the Charter School, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

- b) Investments in business entities or income from sources which engage in the acquisition of real property within the jurisdiction.
- c) Investments in business entities or income from sources which:
 - 1. are contractors or subcontractors engaged in the performance of work or services of the type utilized by the Charter School; or
 - 2. manufacture or sell supplies, books, machinery or equipment of the type utilized by the employee's department. For the purposes of this category, a principal's department is the entire school.
- d) Consultants shall disclose pursuant to the broadest disclosure category in the code subject to the following limitation:

The School Director may determine in writing that a particular consultant, although a "designated position", is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose,
- b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a) A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation. In addition, such a member will recuse him or herself from any discussion pertaining to, or leading to, such a vote.
- b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation. In addition, such a member will recuse him or herself from any discussion pertaining to, or leading to, such a vote.
- c) No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a) Has received a copy of the conflict of interest policy,
- b) Has read and understands the policy,
- c) Has agreed to comply with the policy, and
- d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining, and,
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



Nevada City School of the Arts

Cell Phone/Electronic Device Policy

Students carry cell phones/electronic devices at their own risk. Nevada city school of the Arts is not responsible for lost, stolen or damaged cell phones or other electronic devices.

The use of cell phones at school, without a specific academic purpose, is detrimental to the academic climate because it takes valuable time away from instruction, adds to the amount of screen time a child already has and creates disciplinary problems.

1. Students are permitted to use digital devices during the following times only:
 - *After 3:15 p.m.* in the pick-up area in front of the Upper Campus. Students may not use phones at the lower campus without permission from a teacher or staff member.
 - At after-school or sports activities, only with the permission of the coach, instructor or program director;
 - As directed to by a teacher or staff member at NCSA.
2. The use of digital device for any purpose – including telephone calls, text messaging and other functions – is not permitted at any other time on school grounds, unless specifically allowed by a staff member.
3. Digital devices must not be seen or heard during the school day.
4. Digital devices must be turned completely off (not simply on silent or vibrate mode) during the school day.

Consequences

Penalties for students found to be in violation of the policy will be as follows:

- First offense: Student's cell phone will be confiscated and can be picked up by student at the end of the day in Mrs. Pettitt's or Jody's office. Student will sign cell phone policy indicating that they understand the policy.
- Second and subsequent offenses: Student's cell phone will be confiscated and returned only to the student's parent or guardian.
- Students committing repeated violations of this policy **will be prohibited from bringing a cell phone to school for the remainder of the school year** and may be subject to additional disciplinary action, consistent with the *School Discipline Policy*.



Nevada City School of the Arts Communication Pathways

NCSA parents are sometimes unsure of whom to contact with questions, concerns, suggestion, or challenges. Below are the appropriate pathways for communicating with the NCSA staff.

If you have a problem concerning your student's classroom

- 1) Contact the teacher to arrange a meeting at a mutually convenient time. Contact them by email, by leaving a voice mail message, or by sending a note with your child. *Please do not show up unannounced and expect the teacher to have the time to meet with you.*
- 2) If the issue is unresolved with the teacher, you should contact the Director by phone (x208), e-mail (director@ncsota.org), or by stopping in to arrange an appointment. This meeting may be followed up with an additional meeting to include the teacher.
- 3) If the issue remains unresolved after it is discussed with the teacher and the Director, you may bring it to the attention of the Charter Governance Council by speaking with any individual CGC member, emailing any CGC member (addresses are on the website), or leaving a note for the CGC in the office.

Please respect that individual discipline issues /complaints carry privacy concerns. These should be directed in writing to the CGC President or the Director.

If you have a school-wide or systematic problem

- 1) You should contact the Director by phone (x208), e-mail (ncsaschooldirector@gmail.com), or by stopping in to arrange an appointment.
- 2) If the issue remains unresolved after it is discussed with the Director, you may bring it to the attention of the Charter Governance Council by speaking with any individual CGC member, e-mailing any CGC member (addresses on the website), or leaving a note for the CGC in the office.

Any person wanting to attend a Board Meeting is welcome. If they wish to speak about an item not on the agenda, they will be given 5 minutes to speak if desired. The use of names in a public forum should be avoided. The CGC can take action only on those items on the Agenda. Please contact the Director or the CGC President at least one week prior to a board meeting if you would like your issue placed on the Agenda.

Please respect these protocols for dealing with school issues as they are the surest way to bring about a resolution to your concern while at the same time treating all involved parties professionally and with dignity.



Nevada City School of the Arts Complaints Concerning Charter School Employees

The Director or designee shall determine whether a complaint should be considered a complaint against the charter school and/or an individual employee, and whether it should be resolved by the charter school's process for complaints concerning personnel and/or other charter school procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against charter school employees.

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve a complaint directly with the employee, he/she may submit a written complaint to the employee's immediate supervisor or to the School Director.
3. All complaints related to charter school personnel other than the School Director shall be submitted in writing to the School Director or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to the School Director shall be initially filed in writing with the Charter Governance Council (CGC) President or designee.
4. When a written complaint is received, the employee shall be notified by the School Director within five days.
5. A written complaint shall include:
 - a. The full name of each employee involved.
 - b. A brief but specific summary of the complaint and the facts surrounding it.
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the School Director or immediate supervisor to the CGC, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the CGC's decision as final. However, the complainant, the employee, or the Director may ask to address the CGC regarding the complaints.
8. Before the CGC's consideration of a complaint, the School Director shall submit to the CGC a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the CGC and the parties as to the precise nature of the complaint and to allow the parties to prepare a response.
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the School Director, together with his/her specific finding that the problem has not been resolved and the reasons.
9. The CGC may uphold the School Director's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a CGC meeting in order to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.
12. The decision of the CGC shall be final.

Any complaint of child abuse or neglect alleged against a charter school employee shall be reported to the appropriate local agencies in accordance with law, CGC policy and administrative regulation.



Nevada City School of the Arts Teacher Credentialing Exceptions Policy

In accordance with section 44258.3 of the California Education Code (“Ed Code”), a teacher may be assigned to teach a departmental class in grades K-8, irrespective of the designations on his or her teaching credential, provided that the following policy and procedures are followed established by the Charter Governance Council.

Credentialing Exceptions Process

In the absence of a related single-subject teaching credential, a teacher may be assigned to a departmentalized class only upon completion of the following procedures:

- I. The teacher has adequate knowledge of each subject to be taught and is deemed “competent” to teach the subject, as defined below;
- II. The teacher consents to the assignment;
- III. The teacher is made aware that any assignment made pursuant to this policy shall be valid only at the Nevada City School of the Arts; and,
- IV. The Charter Governance Council approves the teaching assignment after completion of (1), (2) and (3) above.

Competency Determination

In the absence of a related single subject credential, a teacher may be considered competent to teach a departmentalized class only when both of the following procedures have been completed:

1. One or more of the following have occurred to the satisfaction of a “subject matter specialist”, as defined below, and the School Director:
 - a. Observation by a “subject matter specialist”, defined for purposes of this policy as: mentor teachers, curriculum specialists, resource teachers, and/or classroom teachers certified to teach the respective subject
 - b. Oral interviews conducted by a subject matter specialist in the presence of the School Director;
 - c. Demonstration lessons, witnessed by a subject matter specialist and the School Director;

- d. Presentation of written curricular portfolios to a subject matter specialist and the School Director; or,
 - e. Formal written examination known as the California Subject Examinations for Teachers (CSET) conducted by the California Commission on Teacher Credentialing.
2. In conducting procedures 1(a) through 1(e) above, the School Director and subject matter specialist shall consider the teacher's competence based on the following criteria:
- a. Evidence of the teacher's knowledge of the subject matter to be taught;
 - b. Demonstrated knowledge of the curriculum framework for the subject to be taught; and,
 - c. The specific content of the course of study for the subject, at the grade level to be taught.

Documentation

In order to document the above procedures and criteria, the School Director shall complete the Teacher Credential Exception Checklist at Addendum A to this policy and place it in the appropriate teacher's personnel file. The Checklist shall be reviewed and approved by the Charter Governance Council for approval at a regularly scheduled meeting.

Changes to this Policy

This policy may only be amended by a majority vote of the Charter Governance Council.



Nevada City School of the Arts

Discipline, Suspension and Expulsion Policy and Procedures

The community at NCSA believes that it is important to treat each person with respect. We try to make sure we are considerate of each other so that everyone can fulfill their roles. Students can learn, teachers can teach, and staff can work in a safe and enjoyable environment.

Teachers will help students learn to do their part with instruction in ways to solve problems with conflict resolution. Classes will meet together regularly to explore ways to keep things comfortable for everyone. We want students to develop the confidence and skills they need to stand up for themselves. In the following pages students will see the rules we ask them to follow:

Expectations

Students are expected to:

- Come to class on time
- Speak with polite language and without profanity
- Treat each person with respect and without teasing or put-downs
- Remain within bounds and within sight of adult supervision
- Use the restrooms appropriately
- Walk quietly in the halls and on the sidewalk
- Play without physically aggressive behavior (such as play-fighting or wrestling)
- Take care of their own trash and recycling
- Eat only at the designated eating areas or in classrooms
- Follow the dress code
- Refrain from chewing gum

Dress Code

Students are expected to dress in a manner that will allow them and others to focus un-self consciously on their studies. While we do support creativity, it is important to respect others and ourselves. Students out of dress code will call home and may be asked to wear a cover-up for the day.

Students are expected to wear clothing, accessories and shoes:

- That shows respect for and are not offensive to another person's race, ethnicity, religion or gender.
- In which they can safely run and play. Shoes for movement days must have closed toes and backs.
- That do not advertise or show drugs, alcohol, tobacco, violence, or profanity, or weapons.
- That appropriately cover their body (no short shorts, strapless tops, halter tops, mini-skirts baggy tank tops or overly loose pants). Midriffs must be covered so that normal movement and sitting down does not expose skin or undergarments. Hoods may not be worn in class and hats must not cover face.

Discipline Policy and Process

Part of our job as educators is to teach students to be responsible, to be respectful, to be safe and to be kind to others. However, there are times when a student may have a lapse in judgment and make a poor choice. We have defined these and broken them into three categories below. In addition, the consequences for the poor choices are detailed below each category.

Minor Infractions

- chewing gum
- talking in class when inappropriate
- running in halls
- forgetting materials/homework
- distracting students
- out of supervision - within school building
- minor swearing - not directed at an individual

Consequences

These types of behaviors simply warrant a written reminder, a.k.a., a “You’ve Been Noticed” (Y.B.N) form. **If a student receives three (3) of these forms** they will meet with the School Director first to review behavior expectations and then for restitution if further YBNs are received. The purpose in assigning restitution for multiple YBNs is for students to make up for the time and effort lost to those who are reminding them of the rules and to make up for their lack of respect of the rules.

Moderate Infractions

- 3 or more referrals for the same behavior
- littering, (regular occurrences)
- gossiping with intent to harm
- vulgar language directed at an individual
- disrespect toward any adult on campus
- roughhousing/minor physical altercation
- significantly disrupting the learning process (*the teacher should have tried other interventions first*).
- Out of supervision - outside building (this may result in a suspension if it is a significant safety issue).

Consequences

Often times these moderate behaviors will be handled by the classroom teacher who will choose the consequence appropriate to each child. However, teachers may choose to refer a student to the **School Director** if the teacher feels behavior warrants more counseling or the student has repeated the offense several times.

If a student is continually referred to the School Director and does not appear to be willing to change his/her behaviors, he or she may be suspended and a **Behavior and/or Academic Contract** will be created within the Student Success Team (SST) process. If the student violates any portion of that contract he/she may be referred to the county’s 3-R program for the remainder of the year.

Bottom Line Behaviors

- causing/attempting to cause physical harm - intentional or unintentional (depends on circumstances)

- vicious gossip/bullying/cyber-bullying
- verbally/physically disrupting school activities or direct defiance of an adult
- drug use/possession
- weapon on campus
- theft
- harassment/sexual harassment

Consequences

These behaviors may result in an immediate suspension/removal from the classroom or expulsion from school (see suspension procedures below). Depending upon the circumstances, there may be times when the School Director does not feel a suspension is warranted, or times that the suspension should be followed by restitution so the child has a chance to redeem himself/herself. Parents may meet with the School Director if they disagree with the consequences, but they must also understand the ultimate decision lies with the School Director. Parents may wish to submit a formal complaint. If so, please refer to our “Complaint Policy”.

The School Director may recommend for expulsion any student who has been suspended three or more times in the same year, or five times in two consecutive years.

Restitution

Purpose:

To develop/teach a personal sense of responsibility in students within our school community and in life. The student must take responsibility to figure out an appropriate recompense for his/her poor choices. The emphasis is on compensating the victim for harm done. The message a student should learn is “Students can make it right by fixing it or giving back.” This fosters self-responsibility and self-esteem.

The Essential Characteristics of Restitution

- It is tied to a higher value or mission
- It strengthens the person who has offended
- It is a satisfactory amend to the person harmed (victim)
- Effort is required from the offender
- Little incentive to repeat the offense
- No resentment, guilt, criticism, anger by the adult helper or victim*

Given the age or circumstance surrounding the offense, accepting the restitution may be difficult for the victim - this will be modeled and taught, but may require time.

How Restitution Works

A student is referred for restitution by his/her teacher or by receiving multiple (usually more than 3) YBN's.

Restitution is generally facilitated by the School Director but can be facilitated by a small group made up of a teacher, staff and the School Director. Restitution meetings will be held as needed for the entire year in order to meet with students who are in need of completing restitution.

Upon arrival to restitution, the School Director or teacher explains to the student that this process is designed to help them not to scare them or to make them feel guilty. They are told that the end result will not be a punishment, but that they will be the one who creates the restitution on their own.

The following questions are asked of the student:

- Describe what you did to get referred to the Restitution Committee.
- How did your actions help others? Help the person harmed? Help our community?
- How did your actions interfere with _____'s right to respect, safety (emotional/physical), or their right to be treated with kindness?
- Why does that person have the right to be respected, to be safe and to be treated with kindness?
- Would you like the chance to fix this situation or make it better?
- What can you do for the person(s) hurt?*
- How will you know this worked?

If the reason for restitution is for multiple YBNs, the School Director will assign restitution. Otherwise, students are given general examples of how they can fix the mistake or offer restitution to the person who was harmed:

- Fix it (if something was broken)
- Pay back - (give back what was taken/broken/harmed)
- Say two positives about the person harmed (only if sincere)
- Give your time or handmade gift to the person

The parents should NOT think of the restitution for the students, nor should they complete it for the student or give the money to pay it back. The effectiveness of this process relies on the student expending thought and effort on the restitution. If the parents undermine this process it will be entirely ineffectual.

The student returns the next day with their idea of restitution. They meet with the teacher or School Director and explain their idea. The teacher/School Director helps facilitate the restitution, by bringing the victim and offender together. The teacher/School Director works with the victim by preparing them for acceptance and/or forgiveness.

If a student is referred to restitution more than two times the suspension process may begin.

Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Nevada City School of the Arts. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The School Director has reviewed the suspension and expulsion policies of Nevada City School of the Arts and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures process has been prepared to provide due process to all students. Adherence to the list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment that all discipline policies and procedures are posted on the Nevada City School of the Arts website and are available in hard copy upon request at the Nevada City School of the Arts office.

Each disciplinary case will be reviewed on a case-by-case basis. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be posted on the Nevada City School of the Arts website and be available in hard copy upon request.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

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

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic

beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - s) Committed sexual harassment, as defined in Education Code Section **212.5**. For the purposes of this section, the conduct described in Section **212.5** must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section **233** of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
 - w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the School Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the School Director. The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the School Director or School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the School Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self- defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section [212.5](#). For the purposes of this section, the conduct described in Section [212.5](#) must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section [233](#) of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in [Section 31 of the Penal Code](#), the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Board 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 should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;

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

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the

hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Students With Disabilities

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

due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of selpa

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

2. Services during suspension

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

3. Procedural safeguards/manifestation determination

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

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

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

- (1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- (2) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- (3) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due process appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special circumstances

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

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

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

6. Interim alternative educational setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for students not yet eligible for special education services

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

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

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

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

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

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

I. Record of Hearing

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

J. Presentation of Evidence

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

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

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

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

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

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

The School Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

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

A student expelled from Nevada City School of the Arts can appeal the decision of the Nevada City School of the Arts board to the Nevada County School Board. The Nevada County School Board will ensure that Nevada City School of the Arts followed all due process requirements.

L. Disciplinary Records

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

M. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

N. Rehabilitation Plans

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

O. Readmission

The decision to re-admit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the School Director following a meeting with the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. If the School Director determines that it is not in the best interest to admit the pupil, the pupil may appeal the School Director's decision at the next board meeting in closed session. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.



Nevada City School of the Arts Early Admission to Kindergarten

Education Code 48005.25. (c)

Notwithstanding subdivisions (a) and (b), the governing board of each school district participating in this program shall adopt a policy to allow, for good cause, admission of a child to kindergarten or to the first grade at the beginning of a school year in which the child's birthday will be after September 1, or at a later time in the same school year. It is the intent of the Legislature that this subdivision authorizes rare exceptions for only the most gifted and socially mature **children**. Therefore, exceptions are limited to no more than the greater of either one child or the number of **children** determined by multiplying .01 times the prior school year second principal apportionment average daily attendance in kindergarten within the participating school district or the school implementing the program, as applicable. A school or school district may not exceed this limitation without specific written approval from the Superintendent of Public Instruction upon consideration of a statement by the school or school district of the circumstances that meet the legislative intent regarding this subdivision.



Nevada City School of the Arts Enrollment Policy

In accordance with California State Charter School Law (Sect. 47605), Nevada City School of the Arts (NCSA) uses pre-determined priorities for acceptance of applicants to the school. In order of priority they are:

1. Students already enrolled in the site-based program at NCSA
2. Children of employees at NCSA*
3. Siblings of those already enrolled at the site based program at NCSA and Grandchildren of employees at NCSA**
4. Siblings/Children of Alumni of NCSA***
5. Students at Bell Hill School****
6. Residents of Nevada County
7. All other applicants

** An employee is defined as a person paid for working 15 hours per week or more or 2 years active, continuous employment if under 15 hours per week.*

*** A sibling is defined as a child who is a brother or sister by birth, adoption, marriage or legal domestic partnership.*

**** Alumni priority is given to a child or sibling of a former student who successfully graduated from NCSA. Proof of graduation and relationship to student is required in order to receive this priority.*

***** NCSA gives priority to students from Bell Hill School due to receiving the SB 740 Facilities Grant. A provision of this grant is that a charter school can use the highest FRLP percentage of any school within the local school district as long as the charter school gives the local school priority for admissions. Education Code Section 47605.3.*

Open Enrollment

The above priorities apply to all student applicants during the “Open Enrollment Periods”. In order for applications to be considered for the next school year, they must be received during the initial open enrollment period that begins the first week of February and ends Friday of April 21st at 1:00 p.m. **Please call our school to confirm that your application has been received.** Closing of Open Enrollment will be announced a minimum of 14 days prior to the deadline to apply.

The close of open enrollment is the Friday, April 21st at 1:00 p.m. The lottery draw happens the Monday of the following week. Each applicant is placed in a priority category (see list above). If there is an opening in the grade for which the student has applied, the opening will be filled in priority order. If there is more than one applicant in a given priority category, a lottery draw will occur. Students not drawn for open spots will be given a

priority number within their category based on the lottery draw and placed on the waiting list. All new openings will be filled according to the waitlist priority.

Families who apply after the initial lottery date will be placed in a second lottery pool. Slots will be filled from the second lottery for the current school year after the current waitlist has been exhausted. However, if a student in categories 2-3 applies they will bypass everyone on the waitlist in categories 4-6 and be placed in their categories respectively.

Acceptance of Enrollment – March- August (For Following School Year)

After the lottery draw, parents of accepted students will be contacted and given a maximum of 2 business days to accept the opening. If they do not accept the opening or respond within the allotted time, the student's name will be removed from the list, and the next child on the waiting list will be offered the available position. In addition to verbal acceptance, parents must complete the appropriate paperwork registering their student for the new school year. This paperwork is emailed out following the verbal acceptance and is expected to be returned two weeks before school begins. If it is not received by that time, the student will be removed from the class roster and the next child on the waitlist will be offered the opening.

Acceptance of Enrollment – August-April (For Current School Year)

When an opening becomes available, parents of student applicants will be contacted and given 2 business days to respond. If they do not accept the opening or respond within the allotted time, the student's name will be removed from the list, and the next person on the waiting list will be offered the available position. If circumstances are such that the reason for refusal is poor timing of transfer, the parent may request for their child to be added to the bottom of the waitlist.

Transitional Kindergarten

Students who apply must be 5 on or before December 2nd. Students whose birthdays fall after December 2nd and before December 31st may apply and if there are openings will be placed on a waitlist in order of birthdate.

Waitlist Status

In September, all parents of students on the waitlist will receive an email requesting confirmation that they wish to remain on the waitlist for the current school year. Parents will have the normal 2 business days to confirm their position on the list. If they do not reply, the student will be placed at the bottom of the lottery list.

PLEASE NOTE:

- Students remaining on the waiting list at the end of a school year do not have any priority for the following school year. If they would like to be included in the lottery for the following year parents must re-apply prior to the close of enrollment.
- Students wishing to transfer to NCSA during the course of the school year will not be enrolled until they have completed an intake meeting with the school director and teacher.
- NCSA does not accept students after the March 1st.
- Students enrolled in the Transitional Kindergarten have enrolled student priority and will automatically advance into Kindergarten the following year.
- Applications for the 8th Grade site-based program will not be accepted after September 20th.
- Students who have left NCSA, and wish to return, will still be required to follow the standard order of priority as outlined above.
- Class Transfers – If there is an opening in any class, students already enrolled at NCSA have priority for transfer. While a parent may fill out a Transfer Request Form, the decision to move the student will be made by the teachers and School Director.

Parents must reapply every school year for their child to remain on the waitlist

Exit Policy:

1. We ask parents to let us know when their children will no longer attend NCSA. Because a student is not allowed to be enrolled in two schools at the same time, if we receive an official student cumulative file request from another school, the student will be automatically dropped from our roster and no longer allowed to attend NCSA.
2. If you notify the Enrollment Coordinator that your student will no longer attend NCSA by phone, email, or any other communication your student will be dropped as of the date discussed and their spot will be filled.
3. Students in grades 6-8 who have been socially promoted once may be asked to leave NCSA and return to their District of Residence if they do not pass a second semester.
4. Any student who leaves NCSA while on an Academic or Behavior contract loses any priority status he/she may have had (i.e. they no longer have sibling status). In addition, in order to return the parents must meet with the School Director and agree to the continuation of the contract.
5. Nevada City School of the Arts, as a public charter school, is a school of choice. Poor attendance could be an indication that this school may not be an appropriate choice for the student. If a student has an attendance contract through NCSA and the School Attendance Review Board (SARB) and continues to accrue absences, NCSA has the option to exit the student from school.

CLASSROOM CAPACITY

After the lottery, students whose names are selected for K-5th grades will be placed on a grade specific list. School staff and the School Director will then determine in which specific classrooms the students will be placed.

Class Capacity

Dragonfly Transitional Kindergarten: 15 students

Two Kindergarten Classes: 20 students each class

Two 1st Grade Classes: 20 students each class

Two 2nd Grade Classes: 20 students each class

Two 3rd Grade Classes: 20 students each class

One 4th Grade Class: 27 students

One 4th/5th (13 of each grade) Grade Class: 26 students

One 5th Grade Class: 27 students

Middle School Grades 6th- 8th

Two 6th Grade Classes 26 students each class

Two 7th Grade Classes 26 students each class

Two 8th Grade Classes 26 students each for the
(NCSA does not accept applications for 8th grade after September 20th)

***There may be circumstances in which the school director, for the benefit of the composition of the class, makes exceptions to these class sizes. This will be determined on a case-by-case basis. Under any circumstances, the main lesson teacher must give full consent to accept a student above the set maximum capacity of the class.**



Nevada City School of the Arts

Field Studies Policy and Procedure

Our field studies are directly supported by parental involvement, which in turn allows us offer extended opportunities to experience the natural and cultural context of our local area and places further afield. That said, *Nevada City School of the Arts reserves the right in its sole discretion to select the chaperones that accompany school staff and students on field studies.*

Local Field Studies

Students must have written permission from their parent or legal guardian in order to participate in trips requiring transportation away from school. The school shall provide an alternative educational experience for students whose parents/guardians do not wish for them to participate in a trip.

Parents will be notified at the beginning of the year of all day-long field trips for their students' class. **They will be asked to sign ONE permission slip for the year for local trips.** Parents may request separate permission slips for each local trip.

Overnight Field Studies

Separate permission slips are required for all overnight trips.

Parents will be given at least four weeks advance notice of an overnight trip. The purpose of this notice is to inform parents of any special items, such as sleeping bags or other gear that they may need to purchase or borrow in order to outfit their child, for the trip, and to notify parents of the cost of the trip so that they may budget for their financial contribution. Parents are expected to notify their teacher as soon as possible if they will be unable to contribute the amount required to cover the cost of their child's participation. This is in order to determine whether sufficient scholarship funds are available or whether special fundraising will be required.

Teacher Responsibilities

Before each trip, the teacher primarily responsible for the trip shall:

1. Send the Field Study Permission Form and list of day trips or Overnight Field Study Permission Form to parents. Where the information is more extensive than can reasonably be included on the Permission Form, an explanatory letter should also be sent which specifies the destination and routes to be taken, the educational purpose of the trip, the specific itinerary, including time and place of departure and return and estimated time and location of other stops, and any other special details of interest to parents.
2. Give the office a copy of the permission form and all other information pertinent to the trip prior to giving it to parents.
3. **Hold a chaperone meeting prior to ANY overnight trip. At this meeting please review and have every chaperone sign the Chaperone Guidelines & Agreement form.**
4. Ensure that Driver Registration Forms and Chaperone Agreements are completed and turned in by all drivers and parent chaperones, and that these forms are on file with the

- school office.
5. Provide each driver/chaperone and the office with:
 - a copy of the itinerary, scheduled stops and a list of cell phones for other drivers names and phone numbers of whom to call should they get lost or separated
 - copies of the permission forms for all students under their supervision **IN A SEALED ENVELOPE.**
 - a copy of this Field Studies Policy and Procedure document
 6. Give the school office a list of all students attending the trip and in which vehicle each will be riding. In addition, provide the office with a list of absent students and non-participating students (with the name of the teacher responsible).
 7. Check out a first aid kit from the office and take it with you on the trip, checking it back immediately afterwards.
 8. Set up a connect-ed to inform parents of arrival to destination and return home arrival/pick up time, etc. (Overnights only – unless needed)
 9. Submit a signed and completed copy of the checklist to the School Director the day before leaving on your trip.

During the trip, allow no student to leave the field trip without written parental permission, specifying when the child may leave and with whom.

Supervision by Parent Chaperones

Before the trip, teachers shall provide adult chaperones with clear information regarding their responsibilities. For overnight trips, parents must attend the Parent Meeting prior to the trip. ***Any adult who attends a field study, whether a chaperone or not, will be held accountable to all rules and policies.***

In all cases, all adults shall:

- 1) Be sure the teacher knows where you and your assigned students are at all times.
- 2) When you are assigned a supervision duty, please be sure to keep all students under your care within your sight. Make sure you inform students of the guidelines of the activity and the physical boundaries. If you must leave your supervision area, but sure to have another adult cover the area and make sure your students know who the new chaperone is..
- 3) As stated above, students are expected to abide by the Expectations for Student Behavior at all times on a field trip. Adults are asked to hold students responsible for behavior within these guidelines. Do not hesitate to remind students of the appropriate behavior. Be positive and friendly.
- 4) If a student, repeatedly acts inappropriately, even when reminded, a short time-out from the activity may be necessary, or they may need to “shadow” you so that you can help them model appropriate behavior.
- 5) IF ANY SERIOUS MISBEHAVIOR OCCURS that needs more discipline, contact the teacher immediately. It is important that any reprimand or consequence come from the teacher.

In accordance with Nevada City School of the Arts policy, all adult volunteers shall be fingerprinted for criminal record clearance if they are chosen to chaperone children on

overnight field trips.

Emergency Field Studies Procedures (See Chaperone Guidelines)

In the event of an emergency (i.e. lost child, student injury, parent injury, etc.) these are the steps to be taken:

Lost Child:

- Calm your group and ask previously designated parent(s) to supervise the children.
- Call the nearest police department or 911.
- Form a search party
- Have previously designated parent contact the school to explain the situation, as best as they can (Try to limit the amount of calls or texting to decrease the level of chaos).
- As soon as child is found, ask designated parent to contact the school with updated information and the school will contact all parents concerned.

Injured Child

- Call 911 immediately if appropriate.
- Determine the level of injury.
- Call the school and inform them about the accident. School will contact parents (if not on trip).

Siblings, School Age Relatives and Non-parent or Guardian attendance on Field Studies

It is the policy that NCSA does not allow school age siblings or their school age relatives on field studies. Siblings **only** may be considered for trips if not bringing the sibling would represent a significant hardship (i.e., the student would not go without the parent, and the parent could not go without bringing a younger sibling). ***Due to significant liability and disruption of the educational process, parents who must bring children under the age of 5 may not attend as a chaperone and do not receive the benefits of being a chaperone. Parents must request special dispensation from the school director in order to bring a sibling on a field study.***

Only parents, guardians, grandparents or adult, alumni siblings may attend field studies with a student. The director may agree to allow another family member to attend if the person is known to the school or is accompanied by the parent of the student.

Drivers

Parents/Chaperones who transport any students not in their immediate family are required to:

- 1) Register with the school for such purposes and have a valid driver's license and current liability insurance at or above the minimum amount required by law. (Recommended: liability of \$100,000/\$300,000 bodily injury and \$50,000 property damage or a combined \$300,000 single limit of liability). A copy of your license and insurance must be on file with the school.
- 2) Check the safety of your vehicle; tires, brakes, lights, horn, suspension, etc. We no longer inspect cars, but expect you to do the safety check before you take students in your car,
- 3) Carry only the number of passengers for which you have working safety belts,
- 4) Require each passenger to use his or her seat belt.
- 5) Follow the indicated itinerary and avoid any unlisted stops.
- 6) Follow all traffic laws and drive within the speed limit.
- 7) Keep the student CONSENT FOR EMERGENCY TREATMENT forms with you at all times in

the sealed envelope.

- 8) Keep a copy of the phone tree and phone contact number for emergencies or late arrival.

Authority of the Driver: Students transported in a private vehicle for a school function shall be under the authority of, and responsible directly to, the driver of the vehicle. The driver/chaperone shall be held responsible for the safe operation of the vehicle and will assume direct responsibility for the orderly conduct of the students while they are in the vehicle. NCSA's Expectations for Student Behavior are in effect at all times during a field trip.

No student is to be released from the driver's supervision unless the supervising teacher has received permission from that student's parents/guardians.

Other Guidelines

- All adults shall not consume alcoholic beverages or use controlled substances, or be under the influence of alcoholic beverages or controlled substances, for the duration of the trip.
- All adults shall not smoke in the immediate presence of students or while actively supervising students. If a parent or teacher needs to leave the students' in order to smoke, they must report directly to the teacher and "hand-off" those students whom they are supervising. This must not interfere with an activity to the extent that it places undue burden on the teacher.
- Sometimes parents have suggestions for changes to the teacher's plan for a field study. Although a teacher is always open to discuss your ideas, please understand that teachers have spent many hours planning for the trip and are trying to balance the social, emotional and intellectual needs of all the students in the class. After consultation, decisions made by the teacher are final with regard to field trip activities.
- If a parent's or other attendee's behavior threatens the health, safety or welfare of the students, parents or teacher/staff while on the field study, the teacher or other school staff reserve the right to excuse that parent from the remainder of the field study.

Related Forms

- Teacher's Field Study Request Form
- Teachers' Responsibility Agreement for Field Studies
- Driver Registration Form
- Parent/Chaperone Guidelines
- Permission Slip for Local (overnight) Field Studies and Medical Consent
- Permission Slip for Overnight Field Studies
- Field Study Checklist for Teachers



Nevada City School of the Arts Policy Prohibiting Harassment in the Workplace

The Nevada City School of the Arts (NCSA) is committed to providing a work and educational atmosphere that is free of unlawful harassment. NCSA's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. NCSA will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. NCSA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by NCSA.

NCSA is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to, and including, dismissal of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; or, (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the School Director.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct; and
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or

possessing any such material to read, display or view at work;

- o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

NCSA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal, romantic relationship between two employees is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Employee Signature

Date



Nevada City School of the Arts Head Lice Policy

The Governing Board believes that the school's head lice management program should emphasize the correct diagnosis and treatment of head lice in order to minimize disruption of the education process and to reduce the number of student absences resulting from infestation. In consultation with the school nurse, the School Director or designee may establish a routine screening program to help prevent the spread of head lice.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse or designee shall examine the student and other students who are siblings of the affected student or members of the same household.

If a student is found with active, adult head lice, or nits (eggs) he/she shall be excluded from attendance. If the student's level of infestation is minor, and is found to have no active lice, the student may be sent home at the end of the day. The parent/guardian of an excluded student shall receive information about recommended treatment procedures and sources of further information. The student shall be allowed to return to school the next day and shall be checked by the nurse or designee before returning to class. Once he/she is determined to be free of lice and/or nits, the student shall be rechecked weekly for up to six weeks by school staff.

The School Director or designee shall send home the notification required by law for excluded students. (Education Code 48213)

A student with a chronic case of head lice should be reported to the school attendance review board (SARB). A "chronic" case is a student found infested during three separate months in a school year or for six consecutive weeks.

The principal and school nurse shall work with the parents/guardians of any student who has been deemed to be a chronic head lice case in order to help minimize the student's absences from school.

When two or more students in any class have been identified as having a head lice infestation, all students in the class shall be examined. In consultation with the school nurse, the principal may also send information about head lice home to all parents/guardians of the students in that class. Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Each year Staff shall be trained by a school nurse on how to check for lice and nits. A record of such training will be kept in the school office.

If more than three children in the school are found to have lice, the school will take the following action with regard to cleaning.

- Notify custodians that extra cleaning is needed.
- Bag and remove all items that can harbor lice.
- Thoroughly vacuum all areas that children’s heads may come into contact with (i.e., carpets, couches, etc.) for two weeks after a case of lice has been discovered.
- Complete monthly head exams (these should be done on Fridays) and document these checks on attendance rosters.

The Center for disease control does not recommend and the school will not use any pesticides on any furniture or carpets that children come into contact with.

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

49451 Physical examinations: parent's refusal to consent

Management Resources:

AMERICAN ACADEMY OF PEDIATRICS

Lice, Nits, and School Policy, Official Journal of the American Academy of Pediatrics, May 2001

CALIFORNIA DEPARTMENT OF HEALTH SERVICES

Guidelines for Parents on Control of Head Lice, 2006

CALIFORNIA SCHOOL NURSES ORGANIZATION

Position Statement: Pediculosis Management, 2005

WEB SITES

California Department of Health Services, Infectious Diseases Branch:

<http://www.dhs.ca.gov/ps/dcdc/disb/disbindex.htm>

California School Nurses Organization: <http://www.scno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:

<http://www.cdc.gov/ncidod/dpd/parasites/lice>



Nevada City School of the Arts Independent Educational Evaluations

This policy sets forth the circumstances and steps under which parents of a student with a disability are entitled to an independent educational evaluation (IEE) at public expense for their child. The policy is intended to provide guidelines for parents and professionals to jointly obtain an independent educational evaluation.

Definitions

“Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the School. **(34 C.F.R. § 300.502(a)(3)(i).)**

“Public expense” means that the School either pays for the full cost of the evaluation or evaluation components or ensures that the evaluation or evaluation components are otherwise provided at no cost to the parent. **(34 C.F.R. § 300.502(a)(3)(ii).)**

Parameters for Seeking Independent Educational Evaluation

If a parent disagrees with an evaluation by the School and seeks an independent educational evaluation by written notification of the School, the School will either initiate a due process hearing to show that its evaluation is appropriate or provide the parent an opportunity to obtain an independent educational evaluation in accord with this policy by arranging for the independent education evaluation. The School requires that the parent first communicate in writing to the School or inform the School at an IEP meeting both that the parent:

1. Disagrees with the School’s evaluation; **AND**
2. Requests an Independent Education Evaluation at public expense.

Only one IEE will be provided for any school assessment with which the parent disagrees. The parent may not disagree with the results of an IEE and request another one.

The School will ask for the parent’s reason why he or she objects to the School’s evaluation, but the parent need not respond. The School will not delay the implementation of this policy because of the parent’s lack of response. **(34 C.F.R. § 300.502(b)(4).)**

Upon parent request for an independent educational evaluation, the School will provide general information to the parents about this policy **(34 C.F.R. § 300.502(a)(2).)**

Upon parent request for an independent educational evaluation, the School will offer the parent a choice of an alternative School evaluator and options for providing an independent educational evaluation at public expense as follows:

- 1) A staff member from another LEA in the SELPA
- 2) A staff member from another SELPA
- 3) A private sector provider

Once the parent chooses an option, the School will contract with an independent examiner or otherwise ensure that an IEE is provided at public expense. **(300.502(b)(2)(ii).)**

If the School initiates a hearing and the final decision is that the School's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. **(34 C.F.R. § 300.502(b)(3).)**

Time Line Regarding Independent Educational Evaluation

In the interest of consistency between public and private evaluations, the School encourages parent to choose an option (above) for an Independent Educational Evaluation offered by the School within 15 days of receiving the options.

After the parent of the student with a disability chooses an option for additional evaluation and signs an assessment plan, the School will initiate a contract with the examiner within 15 days from written consent being returned to the School.

The School will contract with a qualified independent examiner who can provide a written report for an IEP meeting within 60 days of the date of contracting for an evaluation. If the selected candidate cannot meet the time line, the School will inform the parent and ask for agreement to an extension or selection of another option.

Agency Criteria

The criteria under which an independent evaluation is obtained at public expense, including the location limitations for the evaluation, minimum qualifications of the examiner, cost limits, and use of approved instruments must be the same as the criteria that the School uses when it initiates an evaluation. **(34 C.F.R. § 300.502(e)(1).)**

As part of an independent evaluation, the examiner shall follow guidelines for School evaluations, which include but are not limited to observing the student in an appropriate setting. **(Ed. Code § 56327).** The independent examiner shall attend the IEP team meeting by phone or in person at which time the evaluation will be discussed. The School will pay the independent examiner to attend the IEP team meeting as part of the evaluation responsibilities, which also includes the classroom visitation and interviews with parents and staff.

Assessments or evaluations shall be conducted by persons competent to perform the assessment, as determined by the School, county office, or special education local plan area **(Ed. Code § 56322).**

Assessments or evaluations shall be conducted under the requirements of **Ed. Code § 56320:**

Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted, by qualified persons, in accordance with requirements including, but not limited to, all the

following:

(a) Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

(b) Tests and other assessment materials meet all the following requirements:

(1) Are provided and administered in the pupil's primary language or other mode of communication, unless the assessment plan indicates reasons why this provision and administration are not clearly feasible.

(2) Have been validated for the specific purpose for which they are used.

(3) Are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.

(c) Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

(d) Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

(e) No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.

(f) The pupil is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Section 56136.

(g) The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Section 56136.

The assessment or evaluation report provided by the independent educational evaluator shall meet the requirements of **Ed. Code § 56327**:

The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

(a) Whether the pupil may need special education and related services.

(b) The basis for making the determination.

(c) The relevant behavior noted during the observation of the pupil in an appropriate setting.

(d) The relationship of that behavior to the pupil's academic and social functioning.

(e) The educationally relevant health and development, and medical findings, if any.

(f) For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.

(g) A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.

(h) The need for specialized services, materials, and equipment for pupils with low incidence disabilities, consistent with guidelines established pursuant to Section 56136.

The cost of an independent education evaluation shall be comparable to those costs the School incurs when it uses its own employees or contractors to perform similar assessment. Guidelines for contracts shall be calculated by considering time required for the assessment and the appropriate School employee hourly rate.

Circumstances Resulting in Evaluations Not Funded by the School

Because the parent must first disagree with the School's evaluation, the School does not have an obligation to reimburse parents for independent evaluations obtained prior to the date that the School's evaluation is completed and discussed at an IEP team meeting.

The School is not obligated to reimburse parents for independent evaluations if the parent disagrees with the School's evaluation and independently seeks a private evaluation without first notifying the School in writing of their disagreement with the School assessment and requesting an independent education evaluation from the School.

Parent Initiated Evaluations

If the parent obtains an independent educational evaluation at private expense that meets agency criteria, the results of the evaluation must be considered by the School in any decision made with respect to providing a free appropriate public education to the child; and the evaluation may be

presented as evidence at a hearing. (34 C.F.R. § 300.502(c).)

Circumstances Resulting in Privately Obtained Evaluations Reimbursed by the School

The School will reimburse parents for a privately obtained independent evaluation that meets school criteria, even though the policy above was not followed when:

1. the School’s assessment has not been provided in compliance with the law, or
2. the privately obtained evaluation offers necessary information not covered by the School’s assessment.

Reimbursement will be in accord with School criteria and in an amount no greater than the actual cost to the parent.

In all cases no reimbursement shall be paid if School initiates a due process hearing to show that the School’s evaluation is appropriate unless ordered by a Hearing Officer.

Legal Authority

IDEA: 34 C.F.R. Section 300.502 Independent education evaluation

Comments to 34 C.F.R. Section 300.502 Independent education evaluations.

20 USC Section 1415(b)(1)

Education Code sections 56329, 56345

Education

Code

section

56327



Nevada City School of the Arts Board Policy on Independent Study

Nevada City School of the Arts may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. Nevada City School of the Arts shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the School, Transitional Kindergarten through Eighth, the maximum length of time that may elapse after the end date of the master agreement, by which the pupil must complete the assigned work, shall be five school days.
2. When any pupil fails to complete three (3) assignments, the School Director or her or his designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain on independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - ◆ The specific resources, including materials and personnel that will be made available to the pupil.
 - ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.
 - ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. Nevada City School of the Arts shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
 5. As needed, the School Director may establish procedures to implement this policy in accordance with the law.



Nevada City School of the Arts Late Start Policy

- Students are to arrive by 9:30 am and to go directly to class.
- Siblings who are not in the performance are to get a tardy slip - the tardy slips are to be marked as "late start." It will be entered into the attendance system as "L.S." where it will not be counted as a tardy. The purpose of the tardy slip is to account for students who are here and document which ones are not.
- All other students are to receive the regular tardy slip. The tardy will be entered into the system and also will be counted as such.
- Teachers of classes involved in the performance requiring a Late Start are to hold onto the rosters, take roll at 9:30 a.m. and then turn in the rosters.
- All other grades are to turn in their rosters at the regular time with the regular markings.



Nevada City School of the Arts Administering Medication and Monitoring Health Conditions

Nevada City School of the Arts (NCSA) recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider, to be functional at school and participate in the educational program. NCSA or designee will develop processes for the administration of medication to these students. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's individualized education program or Section 504 services plan.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

If a parent/guardian chooses, he/she may administer the medication to his/her child at school or designate another individual who is not a school employee to do so on his/her behalf.

(cf. 1250 - Visitors/Outsiders)
(cf. 6116 - Classroom Interruptions)

In addition, upon written request by the parent/guardian and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

Special Programs

Students enrolled in NCSA programs or activities may receive instruction in personal health and public safety, which may include accident prevention, first aid, fire prevention, conservation of resources, and health education, which may include sexually transmitted disease prevention and alcohol/drug abuse prevention.

1. If the health education course includes sexually transmitted disease prevention, parents/guardians will be notified of this component and have the opportunity to opt out.
2. If a guest speaker or guest facilitator will present information to students regarding HIV/AIDS prevention, parents/guardians shall be notified in advance of the presentation and have the opportunity to opt out.

NCSA may require physical examinations of students enrolled in NCSA programs or activities.

1. Any physical examination required by NCSA shall be kept confidential.
2. If the student's parent/guardian refuses to consent to such an examination, NCSA reserves the right to temporarily exclude the student if there is a good reason to believe the student is suffering from a recognized contagious or infectious disease.

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Any medication prescribed by an authorized health care provider, including, but not limited to, emergency antiseizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the County Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)

When medically unlicensed school personnel are authorized by law to administer any medication to students, such as emergency antiseizure medication, auto-injectable epinephrine, insulin, or glucagon, the County Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.5, 49414.7, 49423, 49423.1)

Nevada City School of the Arts or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.5 Providing school personnel with voluntary emergency training

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

American Nurses Association v. O'Connell, (2010) 185 Cal.App.4th 393

Management Resources:

AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

WEB SITES

CSBA: <http://www.csba.org>

American Diabetes Association: <http://www.diabetes.org>

California Department of Education, Health Services and School Nursing:

<http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute,

asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

First Reading by the NCSA Charter Governance Council: Date

Second Reading by the NCSA Charter Governance Council: Date

Approved by the NCSA Charter Governance Council: Date

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel may include any individual employed by the NCSA who has consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Emergency medical assistance for a student suffering an epileptic seizure means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7; 5 CCR 621)

Epinephrine auto-injector means a disposable drug delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Notifications to Parents/Guardians

At the beginning of each school year, Nevada City School of the Arts or designee will notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

In addition, Nevada City School of the Arts (NCSA) or designee will inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.
3. If a school nurse is administering the medication, the school nurse may consult with the physician without prior consent

Administration of Medications at School

1. If a student enrolled in a NCSA program or activity is on continuing medication for a nonepisodic condition and such medication(s) will be administered at school, the student's parent/guardian shall annually notify designated certificated NCSA staff of the medication(s) being taken, the dosage, the time schedule for the medication(s), and the name of the supervising physician.
 - a. Parents/guardians shall provide a detailed written statement from the supervising physician indicating the method and amount for administering the medication.
 - b. Parents/guardians must notify designated NCSA staff, along with providing written authorization from the treating physician, of any changes in medications, dosages, or schedules for administration of medications for the student.
2. With the parent/guardian's consent, designated NCSA health services staff may communicate with the physician and counsel NCSA staff as to the side effects of the medication on the student's physical, intellectual, and social behavior, as well as potential behavioral signs or symptoms of adverse side effects, missed medications, or overdosage. If a school nurse is administering the medication, the school nurse may consult with the physician without prior consent.
3. The medication log and permission and authorization forms for administration of medications shall be kept in the student's health folder component of the cumulative record.

4. Parents/guardians shall make every effort to coordinate with their family physician so that the student, whenever possible, need not take medications during the school day.
 - a. Students who need medication while at school may carry and self-administer emergency medication under the supervision of NCSA staff, if the student meets the following conditions:
 - (1) The student is physically, mentally, and behaviorally capable, in the written opinion of the parent/guardian, physician, and designated NCSA staff, to assume that responsibility and has been adequately instructed at home.
 - (2) The appropriate parent/guardian permission and physician authorization forms have been completed and returned to NCSA. Physician authorization is also required for over-the-counter medications to be taken at school.
 - (3) The parent/guardian, not the student, delivers the medication directly to designated NCSA staff. If a prescription, the container must be labeled by a California pharmacist. If an over-the-counter medication, the container must be unopened at time of delivery.
 - (4) The medication is necessary to the student's health and must be taken during school hours.
 - (5) The student has successfully demonstrated self-administration to the school nurse or designated NCSA staff.
 - (6) Supervision is provided by the school nurse, when available, or by designated NCSA staff trained by a school nurse.
 - b. Students who need medication while at school but do not meet the conditions stated above may not self-administer medication. The medication for these students must be kept in a locked storage box and designated NCSA staff shall provide access and assistance to the student after training by a school nurse.
 - c. Disposal of Unused Medications
 - (1) If the medication for a student changes during the school year, the remaining medication shall be given to the parent/guardian at the time the new medication is delivered.

- (2) Medications not claimed and retrieved by the parent/guardian at the end of the school year shall be discarded in accordance with recommendations by the local health officer and OSHA guidelines.

Administration of Medication by School Personnel

Any medication prescribed by an authorized health care provider may be administered by the school nurse or other designated school personnel only when the County Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49423; 5 CCR 600)

School nurses and other designated school personnel shall administer medications in accordance with law, County Board policy, and administrative regulation and shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event such licensed school personnel are unavailable, NCSA may contract with a licensed nurse from a public or private agency to administer insulin to the student. However, in an emergency situation such as a public disaster or epidemic, a trained, unlicensed NCSA employee may administer an insulin injection to a student.

(cf. 5141.24 - Specialized Health Care Services)

To the extent that the administration of a medication, such as epinephrine auto-injector or glucagon, is authorized by law, Nevada City School of the Arts or designee will ensure that unlicensed personnel designated to administer it to students receive appropriate training from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed, designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

Nevada City School of the Arts or designee will maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Parent/Guardian Responsibilities

In accordance with law, NCSA shall obtain written statements from the student's parent/guardian and authorized health care provider before a NCSOS employee administers, or assists in the administration of, a prescribed medication to any student and before a student is allowed to carry and self-administer prescription diabetes medication, auto-injectable epinephrine, or prescription inhaled asthma medication during school hours. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Authorized Health Care Provider's Written Statement

The authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
6. Possible side effects of the medication
7. Name, address, telephone number, and signature of the student's authorized health care provider

When authorizing a NCSA employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7; 5 CCR 626)

1. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary
2. Any potential adverse responses by the student and recommended mitigation actions including when to call emergency services

3. A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class and the length of time he/she should be under direct observation
4. A statement that, following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan

Parent/Guardian Written Statement

When NCSA employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized NCSA representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the authorized health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how NCSA employees will administer or otherwise assist the student in the administration of medication
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable NCSA employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release NCSA and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of NCSA to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

The parent/guardian shall annually provide Nevada City School of the Arts or designee a new written statement from himself/herself and the student's authorized health care provider. In addition, the parent/guardian shall provide a new authorized health care provider's written statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49423, 49423.1; 5 CCR 600)

Parents/guardians shall provide medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by parents/guardians, unless Nevada City School of the Arts or designee authorizes another method of delivery.

The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)

If the student suffers from epilepsy, the parent/guardian shall notify the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within the past four hours on a school day. (Education Code 49414.7)

NCSA Employee/NCSA Responsibilities

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement.
2. Accept delivery of medications from parents/guardians and count and record them upon receipt.

3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications. The type of medication and the times and dosage to be administered shall be noted on the list.
4. Maintain a medication log which may:
 - a. specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information.
 - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication.
5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student.
6. Ensure that student confidentiality is appropriately maintained.

(cf. 5125 - Student Records)

7. Coordinate the administration of medication during field trips and after-school activities.

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

8. Report to the parent/guardian and the site administrator any refusal by the student to take his/her medication.
9. Keep all medication to be administered in a locked drawer or cabinet.
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects.
11. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.
12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances.

13. Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement.

Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.

Students may be excluded from attendance at NCSA schools if they:

Are infected with contagious or infectious disease. (Education Code 49451; 5 CCR 202).

(cf. 5112.2 - Exclusions from Attendance)

(cf. 6164.6 - Identification and Education Under Section 504)

- a. Nevada City School of the Arts or designee shall exclude students only in accordance with law, County Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.
- b. These students are protected by state and federal antidiscrimination laws covering students with disabilities.

Additional Requirements for Management of Epileptic Seizures

In addition to applicable provisions in the sections above, Nevada City School of the Arts or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7; 5 CCR 620-627)

1. **Services or Accommodations:** Whenever a parent/guardian requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child, the parent/guardian shall be notified that the child may qualify for services or accommodations pursuant to 20 USC 1400-1482, the Individuals with Disabilities Education Act (IDEA), or 29 USC 794, Section 504 of the federal Rehabilitation Act of 1973 (Section 504).

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Nevada City School of the Arts or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.

If the student's parent/guardian refuses to have him/her assessed for services or accommodations under IDEA or Section 504, the Superintendent or designee may develop an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the student's health care needs in school.

2. Request for Volunteers: Nevada City School of the Arts or designee shall distribute an electronic notice to school staff no more than twice per school year per student whose parent/guardian has requested provision of emergency medical assistance pursuant to

Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the request for a volunteer school employee, the training that such volunteer school employee will receive, the voluntary nature of the program, and the timelines for the volunteer school employee to rescind his/her offer. No other means of soliciting volunteer school employees shall be conducted.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

If no employee volunteers to administer emergency antiseizure medication to a student, the Superintendent or designee shall again notify the student's parent/guardian of the option to have the student assessed for services and accommodations under IDEA or Section 504.

3. Training: Any employee who volunteers to administer an emergency antiseizure medication shall receive from a licensed health care professional the training specified in 5 CCR 623 before administering such medication. The training shall include, but is not limited to:
 - a. Recognition and treatment of different types of seizures
 - b. Administration of an emergency antiseizure medication
 - c. Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room
 - d. Techniques and procedures to ensure student privacy

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5022 - Student and Family Privacy Rights)

- When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training and a student who may need the administration of an emergency antiseizure medication is enrolled in the school, the employee shall be retrained in order to retain the ability to administer an emergency antiseizure medication.
4. Notification of Administration: Nevada City School of the Arts or designee shall establish a process for notifying the credentialed school nurse, or the Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.
 5. Supervision of Volunteers: Volunteer school employees shall be supervised by a licensed health care professional in accordance with 5 CCR 627.

Emergency Epinephrine Auto-Injectors

Nevada City School of the Arts or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414, and shall be based on the standards developed by the Superintendent of Public Instruction. Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

A qualified supervisor of health or NCSA administrator, if there is not a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, a qualified supervisor of health or NCSA administrator, if there is not a qualified supervisor of health, shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

NCSA may accept gifts, grants, and donations from any source for the support of NCSA in carrying of the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

(cf. 3290 - Gifts, Grants and Bequests)

Nevada City School of the Arts or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

(cf. 3580 - District Records)

Immunization

1. NCSA shall follow all laws, rules, and regulations regarding immunizations required for students to enroll.
2. If a student has not been properly immunized as required, NCSA reserves the right to temporarily exclude that student from attendance at a NCSA program or activity until the immunization requirements are met.

(cf. NCSOS 7110 - Admission)

3. All students' medical records are private and confidentiality shall be maintained to the extent possible under the law.

(cf. NCSOS 7330 - Privacy)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

First Reading by the NCSA Charter Governance Council: Date
Second Reading by the NCSA Charter Governance Council: Date
Approved by the NCSA Charter Governance Council: Date

Nevada City School of the Arts

PERSONNEL POLICIES

MANUAL

Adopted September 25, 2015

Lower Campus and Official Mailing Address:

13032 Bitney Springs Rd., Building 8, Nevada City, CA 95959
Phone: (530) 273-7736 * Fax: (530) 273-1378

Upper Campus:

13028 Bitney Springs Rd., Building 3, Nevada City, CA 95959
13026 Bitney Springs Rd., Building 2, Nevada City, CA 95959
Phone: (530) 273-7736 * Fax: (530) 273-1522

www.ncsota.org

TABLE OF CONTENTS

Page

Table of Contents

WELCOME AND OVERVIEW	3
INTRODUCTION	3
Integration, Approval and Right to Revise.....	4
GENERAL CONDITIONS OF EMPLOYMENT	5
Equal Employment Opportunity Is Our Policy.....	5
At-Will Employment	5
Open Door Policy.....	6
Work Schedule.....	6
Meal and Rest Periods.....	6
Lactation Accommodation	7
Attendance and Tardiness.....	7
Immigration Reform and Control Act.....	8
Whistleblower Policy.....	8
Drug-, Alcohol-, and Tobacco-free Workplace	8
Use of NCSA E-Mail, Voicemail, and Internet Access	10
Personal Use of Business and Cell Phones	11
Social Networking/Media Policy.....	12
Policy Prohibiting Harassment.....	16
THE WORKPLACE	18
Health and Safety Policy.....	18
Criminal Background Investigations for Employees and Volunteers	18
Tuberculosis Testing.....	19
First Aid/CPR Training.....	19
Blood-borne Pathogen Training	19
Security Protocols.....	20
Employee-Student Relations Policy.....	20
Boundaries Defined	20
Occupational Safety.....	24
Use of Personal Vehicles.....	24
Accident/Incident Reporting	24

Reporting Fires and Emergencies	24
EMPLOYEE WAGES AND BENEFITS	26
Employee Classifications	26
Pay Period and Time Records	27
Overtime Pay	27
Paydays	27
Stipends	28
Holiday Pay	28
Sick Leave Pay	29
Jury Duty and Witness Leave	30
Bereavement Leave	30
Wage Attachments and Garnishments	31
Payroll Withholdings.....	31
Health Benefits	31
Life Insurance.....	32
COBRA Benefits	33
Retirement Plans and Social Security	34
LEAVES OF ABSENCE	36
Industrial Injury Leave (Workers' Compensation).....	44
Military and Military Spousal Leave of Absence	46
Time Off For Parents' School Or Day Care Activities:	47
Time Off For Adult Literacy Programs:	48
Time Off for Domestic Violence or Sexual Assault Victims:	48
Time Off for Crime Victims And Family Members of Crime Victims:	48
Other Unpaid Leave.....	49
PERSONNEL EVALUATION AND RECORD-KEEPING.....	50
Employee Reviews and Evaluations	50
Personnel Files and Record-Keeping Protocols	50
Employment Verification and References.....	51
DISCIPLINE AND TERMINATION OF EMPLOYMENT	52
Rules of Conduct.....	52
Off-Duty Conduct.....	53
Teacher Support Structure	54
Voluntary Termination of Employment.....	54

INTERNAL COMPLAINT REVIEW55
 Internal Complaints55
 Policy for Complaints Against Employees55
 General Requirements.....56
OTHER PERSONNEL GUIDELINES57
 Job Duties57
 Amendments to This Personnel Policies Manual57
 Teacher Support Structure57

WELCOME AND OVERVIEW

INTRODUCTION

Nevada City School of the Arts is very pleased to welcome you to our staff!

This Personnel Policies Manual was written for you, as an employee of the Nevada City School of the Arts (NCSA, or the School.) You are encouraged to read it carefully. It is designed to help you become familiar with some of NCSA's policies and procedures, and describes in general the terms of our employment guidelines. Although this Personnel Policies Manual (the Manual) is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document to you throughout your employment with us.

Each NCSA employee is expected to be familiar with these policies. Lack of knowledge concerning the contents of this Manual will not excuse any employee from being held accountable for the information. It is the responsibility of each employee to become familiar with the contents of this Manual and to behave in a manner consistent with NCSA policies.

If you have any questions about your employment or the material covered in this Manual, please bring your questions to the attention of your supervisor or the School Business Manager.

Please sign the acknowledgment form at the end of this Manual and return it to the School Business Office. This will provide the School with a record that you have received and read this Manual.

Integration, Approval and Right to Revise

This Manual supersedes and replaces all previous personnel policies, practices, and guidelines. Employees should understand that this Manual is not intended to be a contract (expressed or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does this Manual replace any legally binding documents (e.g., employment agreement, health insurance plan document, retirement plan provisions, insurance contracts, etc.), which will govern in all cases.

Because NCSA is a growing and changing organization, it may be necessary for the School to add, modify, or delete provisions of this Manual, or the related policies and procedures on which it may be based, at any time.

All employment agreements and School policies, including this Manual and changes to School policies referenced in this Manual, must be in writing and approved by the NCSA Charter Governance Council (the "Charter Council".) This Manual is the property of the School, and it is intended solely for personal use and reference by employees of the School.

GENERAL CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

NCSA is an equal opportunity employer and makes employment decisions on the basis of merit. NCSA is committed to providing a work environment that is free of unlawful discrimination. This means it is our policy to provide equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status or any other consideration made unlawful by federal, state, or local laws.. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees, which includes the perception that the employee or applicant fall within a protected class or that the applicant or employee associate with someone in a protected class.

In accordance with certain laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an applicant or employee with a disability, provided that the applicant or employee is qualified for the position, unless the accommodations would cause undue hardship to the School.

If you are an applicant or employee who needs an accommodation in order to perform the essential functions of a job, please notify the School Director or School Business Manager. Be sure to specify what accommodation you need in order to perform the job. NCSA will then conduct an investigation to identify possible accommodations, if any, that might help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation. Any complaints regarding non-compliance with state and/or federal law governing accommodation of disabilities should immediately be brought to the attention of your supervisor or the School Business Manager for investigation and, if necessary, resolution.

At-Will Employment

Unless your employment agreement states otherwise, it is NCSA's policy that all employees are hired on an "at-will" basis. This means that either you or NCSA can terminate the employment relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing in this Manual or any other materials provided to employees in connection with employment, will limit NCSA's right to demote, discipline or otherwise alter the terms or conditions of employment for any reason, with or without cause or notice. Statements of specific grounds for termination described in this Manual or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. Only the Charter Council or its designee is authorized to modify this at-will employment policy, and such modifications are only effective if expressly approved by the Charter Council, and documented in a written document, signed by a duly appointed Charter Council representative.

This policy shall not be modified by any statements contained in this Manual or any other materials provided to employees in connection with their employment. Further, none of those documents, whether singly or combined, nor any employment practices will create an express or implied contract of employment for a definite period.

Open Door Policy

At some time or another, you may have a suggestion, complaint, or question about the School, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions, complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to Human Resources or the Director of the School, preferably in writing, who will address your concerns.

Work Schedule

NCSA's business hours are normally 8:00 a.m. – 3:30 p.m. Monday through Friday.

You are expected to be present during your regular workday schedule, as defined in your employment agreement or as provided by your supervisor, subject to time off and leave provisions as set forth in this Handbook. If you are an exempt employee, you are also expected to commit whatever additional time is necessary to satisfactorily complete all of your job requirements.

Meal and Rest Periods

Non-exempt (hourly) employees are authorized and permitted to take a ten (10) minute paid rest break for every four hours worked (or major portion thereof). This means that employees are entitled to one paid rest break for shifts of 3-1/2 to 6 hours, two paid rest breaks for shifts of more than six hours up to 10 hours, three rest breaks for shifts of more than 10 hours up to 14 hours, and so on. To the extent possible, your supervisor will try to schedule your rest breaks in the middle of each four hour work period.

Employees are also entitled to a thirty (30) minute unpaid meal period for each work shift of five hours or more. The first meal period must be taken within the first five hours of work. If an employee works a shift of 10 or more hours, the employee is entitled to a second thirty (30) minute meal period, which must be taken within the second five hours of the work shift. Employees are permitted to leave School property during unpaid meal periods.

Although NCSA has policies in place to ensure that rest and meal periods are provided as required by law, each employee is ultimately responsible to ensure that his/her rest and meal periods are actually taken. An employee's failure to take rest and meal periods in accordance with this policy may be grounds for disciplinary action.

NCSA supervisors and managers may not, under any circumstances, discourage employees from taking rest or meal periods. If any employee becomes aware that a supervisor or manager has violated this policy by discouraging an employee from taking his/her rest or meal period, the employee is expected to report the incident to Human Resources for appropriate action.

Lactation Accommodation

Employees may use their meal and/or rest periods for the purpose of expressing breast milk. If required, a reasonable amount of additional time will be provided. Such additional time will be unpaid and must be noted on the employee's time card.

A private place to express breast milk, other than a toilet, will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. Please see Human Resources for more information.

Attendance and Tardiness

All employees are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

In the event of unplanned absences or late arrival, you are expected to telephone the School office or your direct supervisor as soon as possible, but no later than one and one-half hours before the start of your workday. For planned absences, submit a completed Time-off Request Form to your direct supervisor for approval prior to taking the requested time off.

Certificated employees are also expected to assist School office personnel, when possible, with securing substitute teachers on short notice.

If you think the School may be closed due to weather or other circumstances, it is your responsibility to call your supervisor to confirm whether you are expected to report to work as scheduled.

Excessive or unexcused absences or tardiness may result in disciplinary action, up to and including termination of your at-will employment with the School. Excessive tardiness is defined as more than four occurrences in a one month period. Excessive absenteeism is defined as more than three occurrences in a rolling three month period. Absence for more than three (3) consecutive scheduled work days without notifying a direct supervisor may be considered job abandonment and your employment may be terminated.

If your absence is protected by law, it will not be counted as a violation of NCSA's attendance policy. NCSA reserves the right to require a doctor's certification when you return to work following an illness.

Immigration Reform and Control Act

In accordance with the Immigration and Control Act of 1986, NCSA will hire only those individuals who are authorized to work in the United States. All candidates for employment will be required to submit proof of their identity and authorization to work in the United States. Employees will also be required to complete and sign, under oath, Form I-9. On Form I-9, you must attest that you are authorized to work in the United States and the documents submitted as proof are genuine. NCSA is required by law to check these documents for every individual hired and to sign the I-9 form, stating, under oath, that this has been done.

If you are authorized to work in the United States for a limited period of time, you must submit proof of your continued employment authorization and complete and sign another Form I-9 prior to the expiration of your current employment authorization. If you fail to do so, the law prohibits NCSA from continuing your employment.

NCSA does not, and will not, discriminate on the basis of national origin or citizenship status.

Whistleblower Policy

NCSA requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As a representative of the School, you are expected to practice honesty and integrity in fulfilling all of your job responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School, and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report that has been made maliciously or any report which is believed by the person making the report to be false will be viewed as a serious disciplinary offense. No one who reports a violation in good faith, or who cooperates in good faith in the investigation of a violation, will suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-, Alcohol-, and Tobacco-free Workplace

Our employees are our most valuable resource, and their own health and safety are therefore serious concerns. We will not tolerate any drug or alcohol related conduct that imperils the health and well-being of our employees. Further, the use of illegal drugs and abuse of controlled substances is inconsistent with law abiding behavior expected of all citizens. Employees who use illegal drugs or abuse other controlled substances or alcohol tend to be less productive, less reliable, and prone to greater absenteeism resulting in the potential for increased cost and risk.

We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

The School prohibits the following:

- Use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs or drug paraphernalia on School premises or School business or during working hours;
- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of an unauthorized controlled substance (including medicinal marijuana) on School premises or School business or during working hours;
- Unauthorized use or possession or any manufacture, distribution, dispensation, purchase, or sale of alcohol on School premises or School business or during working hours;
- Storing in a locker, desk, automobile, or other repository on School premises any controlled substance or alcohol whose use is unauthorized, or any illegal drug or drug paraphernalia;
- Being under the influence of an unauthorized controlled substance, illegal drug, or alcohol on School premises or School business or during working hours;
- Refusing to submit to an inspection when requested by management;
- Failing to adhere to the requirements of any drug or alcohol treatment or counseling program in which the employee is enrolled;
- Conviction under any criminal drug statute for a violation occurring in the workplace;
- Failure to keep all prescribed medicine in its original container, which identifies the drug, date of prescription, and the prescribing doctor.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the School where alcohol is served or while entertaining clients and prospective clients of the School. However, employees must remember their obligation to conduct

themselves appropriately at all times while at School-sponsored functions or while representing the School.

The School may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard. Although, personal belongings will not be searched unless there is reasonable suspicion of illegal drugs or paraphernalia.

Violation of this Drug and Alcohol Abuse Policy may result in disciplinary action, up to and including termination, at the School's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Abuse Policy is a condition of employment at the School. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the School may report such illegal drug activities to an appropriate law enforcement agency.

Use of NCSA E-Mail, Voicemail, and Internet Access

NCSA e-mail, voicemail and internet systems are the property of the School. They are provided by the School for the purpose of conducting School-related business as well as other business that is approved by the School. All communications and information transmitted by, received from, or stored in these systems are School records and the property of the School. **As a result, employees have no expectation of privacy in these systems.**

As an NCSA employee, your use of School electronic mail (e-mail), voicemail systems and Internet access is subject to the following limitations:

1. Personal use should be minimized, must not be allowed to interfere with timely job performance, and must always be consistent with law and professional standards.
2. The NCSA e-mail and voicemail systems and Internet access are not to be used in any way that may be discriminating, harassing, disruptive, or obscene. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, creed, color, gender, gender identity, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition including genetic characteristics, veteran status or any other legally protected status may not be displayed or transmitted.

3. Brief and occasional personal use of the NCSA e-mail system and Internet access is acceptable as long as it: (a) is not excessive or inappropriate, (b) occurs during personal time (lunch or other breaks), and (c) does not result in expense or harm to NCSA or otherwise violate other provisions in this Manual. You are prohibited from personal use of e-mail or internet access during school hours when students are present.
4. Employees are encouraged to refrain from use of personal email addresses for School business. NCSA shall provide access to, and will assist with the set up of, NCSA-specific email addresses.
5. Employees should not attempt to gain access to another employee's NCSA e-mail or a voicemail messages without the latter's express permission.
6. NCSA retains the right to have access to, and keep a copy of, all computer passwords. NCSA reserves the right to keep a record of all usernames and password codes. NCSA may override personal passwords at any time for any reason. System security features, including passwords and delete functions, do not impair NCSA's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

No employee may install or use anonymous email transmission programs or encryption of email communications.

Employees who misuse electronic communications, media and the Internet and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment, disrespectful treatment of others or related actions will be subject to discipline and/or immediate termination.

All electronic communications and information created by NCSA employees while conducting NCSA business, including all software, databases, hardware, and digital files remain the sole property of NCSA. The use of personal passwords does not affect NCSA's ownership of the electronic information.

NCSA reserves the right to monitor, access and review electronic files, voice mail, messages, mail, Internet history, email, and other digital archives as necessary to ensure that no misuse or violation of NCSA policy occurs. NCSA further reserves the right to conduct such activities without notice to the employee and at any time, not necessarily in the employee's presence. Employees should assume that all voice mail, text messages and email may be accessed, forwarded, read or heard by someone other than the intended recipient, even if marked as "private."

Personal Use of Business and Cell Phones

NCSA's facilities for handling mail and telephone calls are provided for the primary purpose of conducting School business. Personal mail should be directed to employees' home addresses and personal phone calls should be limited to an absolute minimum. To avoid toll charges, personal phone calls should not be made outside the School's immediate dialing area.

Employees are expected to avoid using School material, time, or equipment for personal projects.

Use of personal cell phones by Teachers and Instructional Assistants, including texting, is prohibited during school hours when students are present, unless the communication is school-related and of an urgent nature.

No NCSA employee may use a cell phone or other electronic device for business purposes while operating a motor vehicle. Employees may only operate cell phones or other electronic devices if they are off the road and parked. Under no circumstances shall employees place or receive phone calls while operating a motor vehicle while driving on NCSA business or during NCSA work time. Employees should pull over and park before taking messages, sending or receiving texts, etc. Failure to agree or abide by this policy may result in disciplinary action, up to and including termination of employment.

Social Networking/Media Policy

Scope

In light of the explosive growth and popularity of social media technology in today's society, the School has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to the School; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with the School; or (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Twitter, Pinterest, LinkedIn, YouTube, and MySpace, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, the School's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with *all* School policies whenever your social media activities may involve or implicate the School in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the School's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the School.
- Do not post confidential information (as defined in this Handbook) about the School, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the School's background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from the School Director.
- Be knowledgeable about and comply with the School's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the School Director.
- Always be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School. Avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the School, or that might constitute harassment or bullying.
- Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Never post any information or rumors that you know to be false about the School, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the School, or competitors.

- Express only your personal opinions. Never represent yourself as a spokesperson for the School unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of the School.”
- Never be false or misleading with respect to your professional credentials.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by the School. Employees are only permitted to communicate and connect with students’ parents or guardians regarding School-related matters on social media that is owned and operated by the School. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The IT Department, in addition to the Development Coordinator and members of the administration, are responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). The School has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by the School in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create School social media the School Director.
- Contact the IT Department to set up the social media. Provide the IT Department with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that the School’s various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of the School.

All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, the School may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. The School may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with the School has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to the School's various electronic communications systems.

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Retaliation Is Prohibited

The School prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event you have any questions about whether a particular social media activity may involve or implicate the School, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and the School recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

Policy Prohibiting Harassment

NCSA is committed to providing a work and educational atmosphere that is free of unlawful harassment. NCSA's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, creed, color, gender, gender identity, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition including genetic characteristics, veteran status or any other legally protected status. This policy applies to all employee actions and relationships, regardless of position or gender.

NCSA will not condone or tolerate harassment of any type by, or toward, any employee, volunteer, independent contractor or other person with whom the School does business. NCSA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment includes, but is not limited to, the following:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss, and offers of employment benefits in return for sexual favors; and,
- Retaliation for reporting or threatening to report harassment.

All personnel who directly supervise staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

All NCSA employees are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Each employee must work to maintain a workplace free from any form of sexual harassment. Therefore, if you become aware of any conduct that may constitute sexual harassment or other prohibited behavior; you are expected to take immediate action to address the inappropriate conduct.

If you believe you have been sexually harassed or have witnessed sexual harassment you are encouraged to immediately report the incident to the School Director or the School Business Manager. Your complaint should be specific and should include the name(s) of the individuals(s) involved, as well as the names of any witnesses. NCSA will immediately undertake a thorough, objective and confidential investigation and attempt to resolve the situation. If NCSA determines that unlawful discrimination or harassment has occurred,

remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination or harassment.

NCSA will not retaliate against you for filing a complaint and will not permit retaliation by your co-workers.

False claims of discrimination or harassment not brought in good faith may subject an employee to disciplinary action up to, and including, dismissal.

You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing will investigate and prosecute complaints of prohibited discrimination or harassment in employment. If you think you have been discriminated against or harassed or that you have been retaliated against for resisting or complaining, you have the right file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Conflict of Interest

All NCSA directors, officers, and employees are expected to avoid situations involving actual or potential conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in personal gain for that employee or for a relative as a result of NCSA's business dealings. Personal or romantic involvement with a third party doing business with NCSA that impairs an employee's ability to exercise good judgment on behalf of NCSA creates an actual or potential conflict of interest. Personal gain might include an employee or relative receiving a kickback, bribe, substantial gift, gratuity, or special consideration as a result of business dealings with NCSA.

Supervisor/subordinate romantic or personal relationships may also create a conflict of interest, affect an employee's ability to exercise good judgment on behalf of NCSA, and may put NCSA at risk for lawsuits.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the School Director, or the Charter Council, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined to exist, NCSA may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Employees who are also Charter Council members must also follow the Council Conflict of Interest Policy.

THE WORKPLACE

Health and Safety Policy

NCSA employees are responsible for their own safety, as well as that of others in the workplace. Each employee is provided with a copy of the School's Safety Handbook upon hire. All employees are required to know and comply with the safety guidelines reflected in the Safety Handbook and to follow safe and healthy work practices at all times.

To help maintain a safe workplace, everyone must be safety-conscious at all times. Use of proper safety equipment and following safety practices and procedures are conditions of employment. Violation of safety rules or policies will result in disciplinary action, up to and including termination.

All employees are required to immediately report to the School Director or Business Manager any potential health or safety hazards. In addition, all employee injuries or accidents must be reported immediately.

NCSA provides workers' compensation insurance to cover work-related illness or injury. Neither NCSA nor its insurer will be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

For more information about time off due to a work-related illness or injury, please refer to the Workers' Compensation Disability Leave policy later in this handbook.

Criminal Background Investigations for Employees and Volunteers

It is the policy of the School to require fingerprinting and background checks for its employees consistent with legal requirements.

The School may, on a case-by-case basis, require an entity providing School site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. To make such a determination, the School must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If the School makes this determination, the School shall take appropriate steps to protect the safety of any pupils that may come in contact with these contractors. If a School requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, the School Director shall determine whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

Tuberculosis Testing

Prior to employment, you must provide a written report from a physician or other appropriately designated medical professional, showing that you are free of active tuberculosis (TB.) Written TB examination results must be provided prior to the first day of work and must have been conducted within the previous four years.

All employees of NCSA must be re-examined for TB at least every four years.

If your skin test for TB shows positive or false-positive, you must obtain an x-ray of the lungs and provide to NCSA a physician's report stating that the x-rays indicate that you are free of active TB.

In the absence of skin testing, alternative testing may be performed (either a chest x-ray or blood test will be accepted) and a physician's report showing no active TB must be provided to NCSA.

If you test positive for TB, you may not work at NCSA until you can provide test results showing no active TB.

TB examination is a condition of your initial employment and you will be responsible for paying the cost of the initial exam. However, NCSA will reimburse you for the cost of ongoing testing throughout your employment, up to the then-current fee charged by the Nevada County Department of Health for administration of a skin test. You will be responsible for paying any excess cost above this reimbursement amount, including the cost of x-rays or other alternative testing methods.

First Aid/CPR Training

If your position is one that works directly with students (as determined by the School Director), you must be certified in basic aid and cardiopulmonary resuscitation (CPR.) When you are hired, you will be required to provide evidence within 45 days of your first day of work to show that you have been certified in first aid/CPR training within the previous two years. You must also become re-certified at least every two years during your employment at NCSA.

First aid/CPR Training shall consist of a completed course, and resulting certification, which is based on standards that are at least equivalent to the standards currently used by the American Red Cross or the American Heart Association.

You will be responsible for the cost of obtaining this first aid/CPR training.

Blood-borne Pathogen Training

If your position is one that works directly with students (as determined by the School Director), you must receive blood-borne pathogen training at least every two years. The training will be provided by NCSA and will cover such topics as:

- The history and dangers of blood-borne pathogens;
- Universal precautions to reduce or eliminate exposure;

- Methods for handling bio-hazardous waste;
- Available vaccination programs; and,
- Exposure control procedures.

Security Protocols

NCSA has developed guidelines to help maintain a secure workplace. Employees are expected to be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Employees are required to report any suspicious persons or activities to the School Director or School office personnel immediately.

Employees are also required to secure their classroom, office, or desk at the end of each day. When called away from work areas for an extended length of time, employees should not leave valuable or personal articles in easily accessible areas around their work stations.

Employees should immediately notify the School Director or Office Administrator when keys are missing or if security access is known to have been breached in any way.

The security of our School facilities, as well as the welfare of our employees and students, depends upon the alertness and sensitivity of every individual to potential security risks.

Employee-Student Relations Policy Boundaries Defined

For the purposes of this policy, the term “Boundaries” is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

Unacceptable and Acceptable Behavior

Some activities may seem innocent from an employee’s perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between employees and students but to prevent relationships that could lead to, or may be perceived as, misconduct.

Employees must understand their own responsibilities for ensuring that they do not cross the Boundaries as written in this policy. Disagreeing with the wording or intent of the established Boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind

- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from the School
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from School or School activities without parental permission
- Being alone in a room with a student at the School with the door closed
- Allowing students in your home without signed parent permission for a preplanned and pre-communicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about School activities and not in accordance with applicable School policies or in violation of the School's Social Media Policy
- Being "friends" with a student on any personal or non-School social media website
- Communicating with students or parents/guardians in violation of the School's Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on School social media
- Using profanity with or to a student

- Involving students in non-educational or non-school related issues, including, but not limited to, the employee's employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents' written consent for any after-school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (School and parental) to take students off School property for activities such as field trips or competitions
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to School activities or classes, and communication should be initiated via School-based technology and equipment
- Keeping the door open when alone with a student
- Keeping reasonable space between you and students
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Asking for advice from senior staff or administrators (such as Human Resources or the Executive Director) if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing Human Resources or the Executive Director about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Recognizing the responsibility to stop unacceptable behavior of students and/or coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular School hours

- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of the School

Reporting Violations

When any employee, parent, or student becomes aware of an employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources or the Executive Director. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses Boundaries or any situation in which a student appears to be at risk for sexual abuse.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to Human Resources and the Executive Director. Reporting such incidents to Human Resources and the Executive Director does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

Investigating

The Executive Director will promptly investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, the Executive Director shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, the Executive Director or other appropriate administrator shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

Occupational Safety

NCSA is committed to the safety of its students, employees, vendors, contractors and the public. The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures.

Every effort will be made to provide adequate safety training. If an employee is ever in doubt about how to perform a job or task safely, ask for assistance before attempting the task. Unsafe conditions must be reported immediately.

Preventing accidents is of primary importance in all phases of School operation and our administration. Failure by an employee to comply with our safety and health rules, practices, and procedures could result in disciplinary action, up to and including termination.

Use of Personal Vehicles

In order to use your personal automobile for School business, you are required to maintain minimum limits of \$100,000 per person/\$300,000 per accident of bodily injury and \$50,000 of property damage.

You should be aware that, should you choose to use your personal automobile for School business and you are involved in an accident, *your own liability insurance policy applies first*. The School's liability coverage would be used only after your limits had been exceeded.

If you do not carry sufficient insurance to meet the School's required minimum limits described above, you should immediately notify your supervisor and not use your personal vehicle for School Business until you meet the minimum requirements.

Refer to the School Field Trip Policy regarding transporting students.

Accident/Incident Reporting

It is the duty of every employee to immediately, or within 24 hours, report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling the School office. In addition, all employees should know local emergency numbers, such as 911.

Employees may not transport any sick or injured student to a medical facility, but instead will call 911 for assistance.

EMPLOYEE WAGES AND BENEFITS

Employee Classifications

Upon hiring, all employees are classified as exempt or non-exempt, full-time or part-time, and regular or temporary. All employees are either exempt or non-exempt according to provisions of applicable wage and hour laws. Because all employees are hired for an unspecified duration, these classifications do not guarantee employment for any specific length of time. Employment is at the mutual consent of the employee and the School. Accordingly, either the employee or the School can terminate the employment relationship at-will, at any time, with or without cause or advance notice.

Exempt Employees

Pursuant to applicable law, exempt employees are those who exercise the requisite degree of discretion and independent judgment and perform certain administrative, professional, and/or executive duties. Exempt employees are not entitled to overtime pay. Exempt employees are expected to report for work and perform their jobs in a regular and timely manner.

Non-Exempt Employees

Pursuant to applicable law, non-exempt employees are entitled to overtime pay. Non-exempt employees may have to work hours beyond their normal schedules as work demands require. Non-exempt employees are required to take meal and rest periods in the manner described in this Handbook.

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Full-Time Employees

An employee who is regularly scheduled to work and regularly works at least 30-40 hours per week is considered a regular full-time employee. Generally, full-time employees are eligible for School benefits, such as health care plans, holidays, and sick leave. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a full-time employee is eligible for some but not all of these benefits.

Part-Time Employees

An employee who is regularly scheduled to work and regularly works fewer than 30 hours per week is considered a regular part-time employee. Generally, part-time employees are not eligible for School benefits, such as health care plans, holidays, and sick leave. However, eligibility for each School benefit is ultimately governed by the applicable policy, plan document, and/or applicable law. Thus, there may an instance in which a part-time employee is eligible for one or more of these benefits.

Temporary Employees

An employee who is hired for a particular project or job of limited or indefinite duration is considered a temporary employee. A temporary employee is not eligible to earn, accrue, or participate in any School benefits program, except as otherwise required by law.

An employee will not change from one status to any other status or classification simply because of the number of hours that the employee is scheduled to work or the length of time spent as an employee. The status of a temporary employee may change only if the employee is notified of the change in status, in writing, by Human Resources.

Pay Period and Time Records

NCSA's established pay period begins on the 26th calendar day of each month and extends through the 25th calendar day of the following month.

All employees are required to follow the School's timesheet recordkeeping system. Timesheets must be completed, signed and delivered to the School Business Office by the 25th of each month for the preceding pay period.

All exempt and non-exempt employees are responsible for completing and signing monthly timesheets on or before the 25th calendar day of each month. Regular employees are responsible for recording on the timesheet any time off taken during the preceding pay period, as well as the name of the substitute hired to replace him or her during that time off. Regular employees should also record any time away from the School while working on "school business" and should note on the timesheet the nature of the school business conducted and any substitute hired to replace him or her.

Non-exempt employees are further responsible for recording on an "hourly" timesheet any "extra hours worked" as defined above.

Temporary hourly employees are responsible for recording all time worked on an hourly timesheet and submitting completed, signed timesheets on or before the 25th calendar day of each month.

Any timesheet errors should be reported to the School Business Office immediately. Failure to accurately record hours worked or falsifying or altering timesheet information will result in disciplinary action, up to and including termination of employment.

Overtime Pay

All non-exempt employees are required to obtain approval from the School Director prior to working overtime. Failure to obtain such approval may subject an employee to discipline, up to and including termination. Overtime compensation will be paid in accordance with all state and federal laws. Exempt employees are not entitled to overtime.

Paydays

All employees are paid on a monthly basis, on the last business day of each calendar month. If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the School Business office.

Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

Stipends

Some employees may receive stipends for additional duties performed, subject to Charter Council approval. Stipends will be paid during the month(s) that the respective duties are completed and shall be reflected on the annual Salary Schedule then in effect.

Holiday Pay

To be eligible for holiday pay, an employee must be non-exempt. Temporary employees, exempt employees, and teachers are not eligible for holiday pay. Exempt employees and full-time teachers will receive their regularly scheduled pay during holidays. Part-time teachers will not be paid for holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays designated on the master school calendar.

Part-time employees are paid for any holidays occurring on scheduled workdays based on the average number of work hours per day. Average work hours per day is defined as the total number of assigned hours per week according to the employment agreement, divided by the number of days worked per week. (For example, if a part time employee works 30 hours per week, Monday through Friday, the average number of hours per day would be 6 hours.)

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Make-Up Time

The School may permit nonexempt employees to take personal time off during the workweek and make up work time that is or would be lost as the result of such personal time off.

Make-up time must be requested in writing by the employee and approved in advance by your supervisor. Make-up time must be worked during the same workweek as the time missed. Employees are permitted to work up to 11 hours in one day, without incurring overtime, while making up missed time. Under no circumstances are employees permitted to work more than 11 hours in one day for purposes of make-up time.

Snow Day Policy

NCSA schedules two unpaid days each school year to account for possible snow. If a snow day is called on a day other than the scheduled days on the calendar, hourly employees are required to use discretionary leave for the hours missed, schedule additional hours to make up the time with a supervisor/teacher, or mark those hours missed as unpaid leave.

EXEMPT Employees - Exempt employees will need to work on the scheduled day off to make up for their normal scheduled hours missed. Non-exempt teachers that share a schedule will need

to take unpaid leave or discretionary leave if the make up day lands on a day they are not scheduled to work.

Hourly Employees – All hourly employees will be required to use discretionary leave, unpaid leave or schedule to work extra hours to make up for any hours missed if a snow day is called that cannot be made up with the scheduled snow day. For example, if a snow day is called on a Monday and an employee is scheduled to work six hours, but the scheduled snow day on the calendar is a Friday and an employee is only scheduled to work four and a half hours, then the employee will need to either take one and half hours of discretionary or unpaid leave, or they will need to schedule to work an additional one and half hours extra to make up for the lost time.

Sick Leave Pay

Employees working in certificated positions earn paid leave on a daily basis. Full-time employees working in certificated positions are granted twelve (12) days of sick leave pay per school year, this calculates into 90 hours per year. A full time teacher in a certificated position earns 1380 hours a year. Part-time employees working in certificated positions are granted sick leave based on a prorated calculation of a full time year.

Employees working in certificated positions may carry over to subsequent years no more than a maximum of ten (10) unused sick leave days earned in the immediately preceding year.

All regular employees, other than Certificated employees, earn sick leave pay on an hourly basis and are considered full time when working 1780 hours in a school year. Full-time employees will earn the hourly equivalent of 12 sick leave days per year, or 96 hours a year. Part-time classified employees earn sick leave pay equal to a prorated calculation of their annual hours divided by a full time year, multiplied by 96 (the full time allowance of sick time allowed). Classified employees may not receive differential pay.

General - Only regular employees are eligible to earn sick leave pay based on the above accrual rate. Employees who have transitioned from regular status to temporary status and have previously earned sick time may use their allowable sick time as needed, but will no longer be eligible to accrue further benefits.

Paid sick leave days/hours may be used for illness and medical reasons. (see also Jury Duty Pay and Bereavement Pay below.)

Employees should attempt to avoid using sick leave immediately prior to/after a scheduled school break, as reflected on the master school calendar.

Sick leave pay is earned ratably on a monthly basis during the school year. Employees are encouraged to use sick leave only to the extent that it has been earned in order to avoid a negative balance (i.e., not use more sick leave than has been earned.) However, if necessary, employees may use more sick leave than has been earned, provided that the amount of unearned sick leave – the negative balance - does not exceed the projected year-end balance. Any leave taken in excess of the projected year-end balance shall be considered unpaid leave, shall be subject to leave provisions below, and may result in deductions from end-of-month pay to reflect the days/hours not worked as permitted by law.

For employees who start employment mid-year, the number of days or hours of sick leave earned for the year will be pro-rated based on the number of months remaining in the school year at the time of hire, as a percentage of the number of months that would have been worked had the employee started at the beginning of the school year.

Sick leave shall not be earned or accrued while an employee is on unpaid leave. No unpaid leave may be taken until all sick leave is used, except as follows: when a classified employee works as a substitute for another employee during his or her regular shift, and where the rate of substitute pay is higher than the substitute's regular rate of pay, the regular, end-of-month pay for the substitute shall be docked and the higher substitute pay paid for the time worked as a substitute.

No more than 25 days of sick leave may be taken in a single school year without prior, written approval from the School Director.

The School reserves the right to ask for a doctor's note if an employee is out due to illness for three or more consecutive days.

Sick leave may be "donated" to other employees on in the case of a catastrophic illness for medical event and upon prior, written approval from the School Director.

Employees may request transfer of accumulated sick leave to or from other Districts by submitting a request in writing to the School Business Manager.

Unused sick leave will not be paid to the employee upon termination of employment.

Jury Duty and Witness Leave

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the School's judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

Bereavement Leave

In the case of a death in an employee's immediate family, NCSA provides up to five days of paid leave. Absences in excess of five days may be taken as paid leave days (as defined above) if available, or personal unpaid leave.

For purposes of this policy, the term "immediate family" is limited to parents, siblings, children, spouse or domestic partner, grandparents or grandchildren.

Wage Attachments and Garnishments

Under normal circumstances, NCSA will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of employee earnings in their favor.

Payroll Withholdings

NCSA withholds federal income tax, state income tax, and other statutory deductions, as required by law.

Federal and State income tax withholding varies, depending on the gross pay, the federal tax rates in effect, and the number of exemptions the employee claims. At any time, employees can change the number of withholding allowances claimed for Federal and State income tax withholding by filling out a new W-4 form and submitting it to the Business Office. Blank W-4 forms can be obtained at the School Business Office or at www.irs.gov.

Employee retirement contributions to the California State Teachers Retirement System (STRS) are withheld for eligible employees, as required by law. See further information about this retirement program below.

Any earnings that are eligible for STRS are not covered under social security. As a result, no social security is withheld from employee pay for these earnings. However, for any employees who do not qualify for STRS, social security contributions are withheld at the mandated rate.

All paycheck withholdings are listed on each paycheck voucher. Questions about withholdings or other payroll related matters should be directed to the Business Office.

In January of each year, a “withholding statement” (Form W-2) will be prepared and forwarded to each employee for use in preparing annual income tax returns.

Health Benefits

Definition – NCSA shall provide health benefits to eligible employees, subject to contribution limits described below. For purposes of this policy, health benefits are defined as medical coverage and dental insurance coverage.

Eligibility - Employees working 30 hours per week or more are eligible to receive health benefits.

NCSA Contribution Toward Health Benefits Costs – Eligible full-time employees receive a contribution from NCSA toward health benefits based on coverage election. Below is the table for employee cost, all insurance premiums up to this amount will be paid by NCSA on behalf of the employee and his/her family, upon submission of required enrollment documentation.

<u>Coverage Election</u>	<u>Employee Cost</u>
Employee Only	\$ 0.00
Employee + Child	\$250.00

Employee + Spouse	\$300.00
Employee + Family	\$350.00

For eligible part-time employees, the benefit cap is pro-rated based on the number of contracted hours worked per week as a percentage of 40 hours per week.

Mid-Year Eligibility – For eligible employees who start employment mid-year, or for existing employees who become eligible mid-year, health benefits begin on the first calendar day of the month following the qualifying event (for example: an employee who begins work on January 15th will be eligible to begin receiving health benefits on February 1st.)

Life Insurance

Mandatory Group Term Life Insurance - Benefits-eligible employees, as defined above, who elect to receive medical benefits through NCSA are required to obtain \$50,000 in term life insurance benefits. The cost of this life insurance will be paid by NCSA.

Additional Term Life Insurance – Benefits-eligible employees who elect medical coverage through NCSA may elect to purchase additional term life insurance coverage at an additional premium cost per month. The cost of this additional life insurance will be deducted from monthly pay on after-tax basis and must be paid by the employee.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This eighteen (18)-month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period.

Your spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reach age sixty-five (65); or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

NCSA will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within thirty (30) days of the event. NCSA will then notify you or your dependents of your rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- NCSA stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to twenty-nine (29)-months due to disability and there has been a final determination that you are no longer disabled.

Retirement Plans and Social Security

State Teacher Retirement System - The State Teacher Retirement System (STRS) is a state-administered defined benefit retirement program for Certificated Employees. Under this program, eligible employees contribute a pre-determined percentage of pre-tax “creditable compensation¹” into individual STRS accounts. These contributions are withheld from employees’ pay and remitted to STRS by NCSoS. Employee contributions are held in a special trust fund established by California law and earn interest at a rate determined annually by the Teachers’ Retirement Board. To fund each employee’s STRS account, both NCSA and the State of California contribute a pre-determined percentage² of each eligible employee’s creditable compensation to the Teachers’ Retirement Fund. The accumulated account balance is invested by STRS in order to build the balance through investment earnings. These accumulated contributions and earnings are then used to pay monthly benefits to members (or their beneficiaries) upon retirement, death, or disability.

Certificated Employees who perform a minimum of 1,000 hours per year of duties considered “creditable service³”, or Certificated Employees who have previously been STRS members, shall automatically become STRS members on the first day of employment. For these individuals, membership is mandatory by law.

In addition, members of STRS who perform services that are normally subject to contribution to the Public Employee Retirement System (see below) may elect to have such contributions made to STRS instead, provided that a Retirement System Election Form to STRS is submitted to NCSA within 60 days of the effective date of employment.

Employee contributions are the property of the employee and may be withdrawn upon termination of employment, subject to applicable taxes and penalties under the Internal

¹ Creditable compensation is defined as compensation earned from performing “creditable service” (see definition below.)

² Contribution percentages are determined by STRS.

³ Creditable service is generally defined as work activities that count toward years of service for STRS retirement purposes. See the Teachers’ Retirement Law for further definition of this term.

Revenue Code. However, contributions made by NCSA are not the property of employees, unless and until paid out as retirement benefits. To receive full retirement benefits under STRS, employees must become “vested” by working a minimum of five years on a full-time basis or the equivalent, as defined by STRS.

For more information regarding STRS, see the CalSTRS member manual or contact STRS directly at:

CalSTRS
PO Box 15275
Sacramento, CA 95851-0275
800-228-5453
www.calstrs.com

Social Security - Employees who participate in STRS, as described above, are not covered by social security for earnings during employment at NCSA. Similarly, social security is not withheld from these employees’ pay.

Generally, employees who do not participate in STRS are covered by social security and related withholdings will be made from monthly pay for these employees.

LEAVES OF ABSENCE

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) -month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for the last twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- Events That May Entitle an Employee To FMLA Leave

The twelve (12) -week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) -month period to provide said care.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

7. A “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement.
 - Pay during FMLA Leave
 1. An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period.
 2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
 3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
 4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

NCSA may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act (USERRA) shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify

information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertification's are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification's can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA Leave
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. In most cases, the School will respond to an FMLA leave request within two (2) days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within five (5) business days of receiving the request, absent extenuating circumstances. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
 1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
 2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
 4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
 - Limitations on Reinstatement
 1. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
 - Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave:

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy,

childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

NCSA shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. NCSA can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy

disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertification's are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification's can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work
 1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) -day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
 2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. In accordance with NCSA policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

NCSA, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. NCSA, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Organ and Bone Marrow Donor Leave

NCSA will provide eligible employees with up to five (5) days of paid leave during a twelve (12) month period to donate bone marrow to another person, and up to thirty (30) days during a twelve (12) month period to donate an organ to another person. Leave taken pursuant to this organ and bone marrow leave policy does not run concurrently with leave taken pursuant to the FMLA and/or the CFRA.

NCSA requires, as a condition of the employee's initial receipt of organ or bone marrow donor leave, that the employee first use five (5) days of earned but unused sick or vacation leave for bone marrow donation, or ten (10) days of earned but unused sick or vacation leave for organ donation. Eligibility for paid leave requires written verification that the employee is an organ or bone marrow donor, and that there is a medical necessity for the employee to donate his or her organ or bone marrow.

Organ or bone marrow donor leave may be taken all at once, or in increments over the course of a twelve (12) month period. Any leave taken for these purposes will not be considered a break in service for purposes of salary adjustments, sick leave, vacation, annual leave or seniority. If the eligible employee receives health insurance benefits under NCSA's group health insurance plan, NCSA will continue to pay its employer contribution for the duration of the organ or bone marrow donor leave.

Upon return from the leave of absence, the employee will be restored to the employee's former position, unless NCSA elects not to restore the employee to his or her former position for reasons that are unrelated to the employee's exercise of his or her right to take organ or bone marrow donor leave. NCSA will not discriminate against any employee for taking organ or bone marrow donor leave.

Military and Military Spousal Leave of Absence

NCSA shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

NCSA will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

NCSA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen.

The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Civil Air Patrol Leave

NCSA will provide up to ten (10) days of unpaid leave each year to eligible members of the Civil Air Patrol. The employee must be employed by NCSA for at least ninety (90) days immediately prior to commencement of the leave, and must be a volunteer member of the California Wing of the Civil Air Patrol, duly directed and authorized to respond to an emergency operational mission.

Time Off for Volunteer Firefighters, Reserve Peace Officers and/or Emergency Rescue Personnel:

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

Voting Time Off:

If you cannot vote before or after working hours in statewide public elections, then you will be allowed sufficient time off to go to the polls. NCSA will pay you for up to the first two (2) hours of absence from regularly scheduled work which is necessary to vote in a statewide public election. Any additional time off will be without pay. You must give reasonable notice of the need to have time off to vote and must give at least three (3) days' notice when three (3) days' notice is possible.

Time Off For Parents' School Or Day Care Activities:

If you are a parent, guardian or grandparent with custody of a child in kindergarten or grades 1-12, or a licensed day care center, and you wish to take time off to visit the school or day care center of your child for an activity, you may take off up to eight (8) hours each calendar month (up to a maximum of forty (40) hours each school year), per child, provided you give reasonable notice to NCSA of your planned absence. NCSA requires documentation from the school, noting the date and time of your visit. If both parents of a child work for NCSA, only one (1) parent -- the first to provide notice -- may take the time off, unless NCSA approves both parents taking

time off simultaneously. You may also be granted time off to attend a school conference involving the possible suspension of your child. Please contact your supervisor if time off is needed for this reason. All time off under this policy is unpaid, unless the employee chooses to use accrued discretionary leave (which will run concurrently) to cover his or her wages during the absence.

Time Off For Adult Literacy Programs:

NCSA will make reasonable accommodations for any employee who reveals a literacy problem and requests that NCSA assist him or her in enrolling in an adult literacy program, unless undue hardship to NCSA would result. NCSA will also assist employees who wish to seek literacy education training by providing employees with the location of local literacy programs. NCSA will take reasonable steps to safeguard the privacy of any employee who identifies himself or herself as an individual with a literacy problem. While NCSA encourages employees to improve their literacy skills, NCSA will not reimburse employees for the costs incurred in attending a literacy program. All time off under this policy is unpaid, unless the employee chooses to use accrued discretionary leave (which will run concurrently) to cover his or her wages during the absence.

Time Off for Domestic Violence or Sexual Assault Victims:

NCSA recognizes and values the importance of a healthy and safe home environment for all its employees and their families. NCSA prohibits discrimination or retaliation against an employee if he or she is the victim of domestic violence or sexual assault and if he or she takes time off from work for: medical attention, legal assistance, services from a shelter, program or rape crisis center, psychological counseling, safety planning, including temporary or permanent relocation.

If you wish to take time off under this policy, you must give reasonable notice of the need for time off for one of the above listed activities unless advance notice is not feasible. In the event that an unscheduled event or emergency occurs, which requires your immediate absence, please alert your supervisor before leaving NCSA premises. NCSA may require that you provide verification that the absence from work was due to domestic violence or sexual assault. Confidentiality of the situation will be maintained to the greatest extent possible if you request time off for these reasons. All time off under this policy is unpaid, unless the employee chooses to use accrued discretionary leave (which will run concurrently) to cover his or her wages during the absence.

Time Off for Crime Victims And Family Members of Crime Victims:

NCSA prohibits discrimination against an employee who wishes to take time off from work for the purpose of attending judicial proceedings related to certain crimes committed against the employee, the employee's immediate family member, the employee's registered domestic partner, or the domestic partner of the child's parent. Employees are eligible to take time off for crimes including: a violent felony, as defined in subdivision (c) of Section 667.5 of the Penal Code; a serious felony, as defined in subdivision (c) of Section 1192.7 of the Penal Code; and a felony provision of law proscribing theft or embezzlement.

Before an employee may be absent from work for this purpose, the employee must provide his or her supervisor with a copy of the notice of each scheduled proceeding that is provided to the victim by the agency responsible for providing notice, unless advance notice is not feasible. NCSA may require that the employee provide verification that the absence from work was due to attendance at the unscheduled judicial proceeding. The types of verification NCSA may require include documentation evidencing the judicial proceeding from any of the following entities: the court or government agency setting the hearing; the district attorney or prosecuting attorney's office; or the victim/witness office that is advocating on behalf of the victim. Confidentiality of the situation, including the employee's request for the time off, will be maintained to the extent possible. All time off under this policy is unpaid, unless the employee chooses to use accrued discretionary leave (which will run concurrently) to cover his or her wages during the absence.

Under this policy, –immediate family member is defined as an employee's spouse, registered domestic partner, child, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father, or stepfather.

Other Unpaid Leave

NCSA recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, NCSA may grant an employee a temporary unpaid leave of absence. Any unpaid leave of absence must be approved in advance by the School Director and may be subject to Charter Council approval as well, depending on the circumstances. In addition, certificated employees may earn differential pay (as defined above) during a leave of absence at the discretion of the Charter Council.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period. If an employee fails to return to work by the designated date or within the specified period of time, the employee will be deemed to have resigned from employment at NCSA.

Employees do not continue to accrue vacation, sick leave, or holiday benefits while they are on unpaid discretionary leaves of absence.

Unless otherwise required by law, the School does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

PERSONNEL EVALUATION AND RECORD-KEEPING

Employee Reviews and Evaluations

Each employee, excluding temporary employees, will receive a performance review at least every two years, conducted by the School Director or designee. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely at the discretion of the School and depend upon many factors, in addition to performance. After the review, employees are required to sign the evaluation report to acknowledge that it was reviewed with his or her supervisor and that the employee is aware of its contents.

In addition to formal bi-annual appraisals, direct supervisors are expected to provide counseling and feedback on an ongoing basis. Supervisors are also encouraged to meet with employees periodically throughout the year in order to establish goals for future performance and to discuss current performance.

NCSA's performance evaluation system will in no way alter the at-will employment relationship. Failure by NCSA to evaluate an employee will not prevent NCSA from exercising its right to terminate the at-will employment relationship.

Personnel Files and Record-Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Business Office advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. NCSA will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the School Director. Only the School Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Employment Verification and References

All requests for employment verification will be directed to the Charter Business Center at the Nevada County Office of Education. All requests for employment references will be directed to the School Director. NCSA's response to such inquiries is limited to providing dates of employment and the employee's most recent position.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

All employees are expected to meet NCSA's standards for work performance and personal conduct. Misconduct by an employee will result in discipline, including possible termination of employment. This sample list of prohibited conduct is illustrative only; other types of conduct that threaten students or other employees' security, safety, or welfare, or that disrupt NCSA operations also may be prohibited. This statement of prohibited conduct does not alter NCSA's policy of at-will employment. Either you or NCSA remain free to terminate the employment relationship at any time, with or without reason or advance notice. Examples of actions which warrant discipline include, but are not limited to, the following:

1. Violation of any NCSA policy described in this Manual or any other NCSA policy, rule, or procedure, including but not limited to violation of any safety, health or security policy, rule, or procedure;
3. Any form of unlawful harassment, including sexually harassing another employee, student, or visitor or creating a hostile work environment;
4. Discriminating on the basis of race, color, creed, sex, marital status, physical or mental disability, age, national origin or ancestry, sexual orientation or any other consideration made unlawful by applicable discrimination laws;
5. Reporting to work under the influence of intoxicants or controlled substances, or the use of, or being in possession of, intoxicants or controlled substances on NCSA premises or while driving for work-related purposes;
6. Use of physical force, fighting, assault, or physical intimidation of any other person;
7. Using or possessing firearms, weapons or explosives of any kind on School premises;
8. Use of profane, abusive or threatening language in conversations with students or other employees and/or intimidating or interfering with students or other employees;
9. Gambling on School premises;
10. Spreading rumors or gossip that may be harmful to NCSA or to its students or employees.
11. Unauthorized release of information regarding NCSA or its students, student family members, or employees;
12. Dishonesty, falsification, unauthorized removal of NCSA records, or failure to report any such actions. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards;
13. Engaging in sabotage or espionage (industrial or otherwise);
14. Committing a fraudulent act or a breach of trust under any circumstance;
15. Conviction of a criminal act;

16. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter;
17. Unauthorized use, removal or destruction of NCSA property or property of another person. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property;
18. Permitting an unauthorized person to enter NCSA premises without permission;
19. Failure to follow specified job instructions, unsatisfactory work performance, or insubordination;
20. Conducting personal business during work hours and/or unauthorized use of telephone lines for personal calls;
21. Excessive absenteeism or tardiness, excused or unexcused;
22. Failure to report a work injury or accident; and,
23. Sleeping during work hours.
24. Failure to possess or maintain the credential/certificate required of the position.

Off-Duty Conduct

While NCSA does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate interests or the employee's ability to perform his or her work will not be tolerated.

While employed by NCSA, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

1. Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at NCSA;
2. Additional employment that creates a conflict of interest or is incompatible with the employee's position with NCSA;
3. Additional employment that impairs or has a detrimental effect on the employee's work performance with NCSA;
4. Additional employment that requires the employee to conduct work or related activities on the NCSA's property during the employer's working hours or using our NCSA's facilities and/or equipment; and,
5. Additional employment that directly or indirectly competes with the operations of NCSA.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to NCSA explaining the details of the additional employment. If the additional employment is authorized, NCSA assumes no responsibility for it. NCSA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Teacher Support Structure

Teachers working in certificated positions shall receive performance counseling in accordance with the NCSA Teacher Support Structure, as adopted by the Charter Governance Council.

Voluntary Termination of Employment

Employees who choose to terminate at-will employment with NCSA are requested to notify the School Director regarding as far in advance as possible, in writing in a formal resignation letter. Employees working in certificated positions should recognize that abrupt departure can have an adverse impact on students and are asked to provide more notice if possible. A minimum of two (2) weeks' notice is requested.

Employees who give notice to terminate at-will employees and who are participating in medical and/or dental benefit plans will receive information from NCSA regarding rights to continue benefits under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the School Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the School Director or designee:

1. The complainant will bring the matter to the attention of the School Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The School Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the School Director, the complainant may file his or her complaint in a signed writing to the President of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the School Director or Board President (if the complaint concerns the School Director) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the School Director (or designee) shall abide by the following process:

1. The School Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the School Director (or designee) finds that a complaint against an employee is valid, the School Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the School Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The School Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the School. The decision of the Board of Directors shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the School Director) or the School Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

OTHER PERSONNEL GUIDELINES

Job Duties

Your supervisor will explain your job responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or the School. Your cooperation and assistance in performing such additional work is expected.

The School reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of employment at its sole discretion.

Amendments to This Personnel Policies Manual

NCSA reserves the right to amend, delete or otherwise modify this Manual at any time, provided that such modifications are in writing and duly approved by the Charter Council.

Any written changes to the Manual will be distributed to all employees as needed. No oral statements can in any way alter the provisions of this Manual.

Teacher Support Structure

Established Teachers

The Teacher Support Structure shall be divided into two distinct categories – one pertaining to probationary teachers or those with two years of documented concerns, and the other category shall pertain to established teachers who have been at the school three or more years and do not have two years of documented concerns.

Established Teachers

An established teacher is one who has successfully completed teaching for three years at Nevada City School of the Arts.

Ongoing Support and Evaluation

- ❖ Established teachers will receive ongoing support each year in the form of regular opportunities for collaboration within a team of teachers, staff meetings and staff-development opportunities, informal support from the Director, arts coordinator and office staff, as well as classroom and teacher development funds (when funding allows).
- ❖ Development of goals: Teachers are also asked to **videotape themselves at least three times a year** and develop their own professional development goals through the use of videotaping. Teacher may wish to collaborate with their peers in this area, or simply use it for their own benefit. After viewing the video the teacher will create goals based on what

they feel their needs are. A form should be turned in to the school director after the first videotaping session in early fall (No later than the end of October). Teachers will meet with the director at the end of the year to review their progress toward their specific goals.

❖ Teachers are also asked to check in and seek support from faculty as a whole through regular team meetings. Further, teachers are encouraged to seek formal or informal feedback from students and parents each classroom year. Finally, through end-of-the year self-evaluation and the team presentation to Governance Council, teachers have the opportunity to reflect and receive feedback that can guide growth.

Identified Areas of Needed Growth

Areas of need are those that directly relate to the teacher job performance or goals related to their performance as identified by the School Director.

Such needs shall be raised by the Director and shared directly with the teacher. The teacher shall be given ample opportunity and direct assistance and support to rectify the areas of need prior to any action being taken. If, however, the area of need remains an issue, a non-teacher CGC member and a team teacher shall be included in a meeting or observation to discuss said areas of need. When this group is in consensus that a serious concern exists, the formal structured support process shall take place.

Structured Support Process

Action Plan – When the concern has been identified, an action plan shall be created by the Director in collaboration with the teacher. This plan shall be shared with the CGC and shall include:

- Strategies for addressing the concern
- A clear timeline
- Peer coaching and/or observation
- Inclusion of a non-teacher CGC member in the process
- Additional meetings between those involved in the action plan
- Weekly progress meetings with the Director
- A final evaluation by the Director of progress made in addressing the concern at the end of the process
- A special CGC session that includes the teacher.

Direct Communication – At all times in the process the Director shall communicate openly and directly with all parties involved regarding the concern with the teacher.

Opportunity for Addressing Concerns

The support process for an established teacher shall not lead to non-renewal of employment for cause without at least being given one year to improve after the initial concern was raised.

Employment Renewal or Non-Renewal

- Renewal of employment shall be based on success in meeting teacher goals and in fulfilling the job description.
- Employment contracts shall not be renewed for an established teacher only for cause as identified and addressed in a multi-year concern process where the teacher has had an opportunity to address the identified concerns.
- Should the same concerns arise after the structured support process has concluded, the teacher will not be placed in another formal Structured Support, and non-renewal will be considered.

Probationary Teachers

Probationary teachers are those who have had less than three years of successful teaching at Nevada City School of the Arts. Any teacher who has been through the Structured Support Process reverts to probationary status for three years. NCSA is an At Will employer and can choose to release any probationary teacher from their contract, with or without cause, at any time.

Mentor Process

All teachers who are new to NCSA will work with a mentor for one to two years depending on need. The mentor will help with planning, curriculum development and will participate in all observations and peer evaluations (to the extent possible). The assigned mentor, the Director and the teacher will review the yearly curriculum plan together, review weekly lesson plans, assignments and grades and have weekly scheduled meetings.

Support

In order to support the probationary teacher in completing the above, NCSA will give the probationary teacher five additional leave days to plan and prepare curriculum and to observe and access others' curriculum. Those leave days must be spent on campus and the results of their efforts shown to the mentor and School Director.

The Mentor Shall

- Help with some aspects of planning,
- Attend parent meetings with Probationary Teacher
- Assist with email responses
- Explain school culture and answer routine questions about NCSA
- Provide curriculum they have created
- Meet with Teacher weekly to ensure progress toward goals is being made
- Attend weekly meetings (as needed) with teacher and School Director

Evaluation Process

The Evaluation Process will be the same as for Established Teachers.

➤ Full Disclosure

It shall be understood that the probationary teacher's efforts, achievements, needed improvements and concerns about performance shall be shared and discussed openly by the Mentor and School Director. As such there shall be no expectation of privacy by the probationary teacher with regard to these discussions (between Mentor and Director). The Mentor and School Director shall keep confidential all information regarding the Probationary Teacher from other staff, colleagues and parents. However it should be noted that the Probationary Teacher should feel comfortable going to any other staff member for confidential advice and/or help.

Contract Renewal

A probationary teacher's contract will only be renewed if the Director and Mentor are satisfied with the teacher's overall performance during the year.

ACKNOWLEDGMENT OF RECEIPT OF PERSONNEL POLICIES MANUAL

PLEASE READ THE PERSONNEL POLICIES MANUAL AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE BUSINESS MANAGER.

EMPLOYEE NAME (PRINTED): _____

I ACKNOWLEDGE that I have received a copy of the Personnel Policies Manual (the Manual.) I have read and understood the contents of the Manual, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Manual. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Manual.

I understand that the statements contained in the Manual are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to abide by the provisions in this Manual, except with reference to at-will employment status.

I understand that, except for my employment-at-will status, any and all policies or practices can be changed by the School at any time.

Employee Signature: _____

Date: _____

Please sign and date this page and return it to the School Business Office.



Nevada City School of the Arts Middle School Promotion Requirements

These promotion requirements are for all middle school students beginning in the 6th grade.

To Be Promoted to the Next Grade:

- No incompletes in any classes including Electives.
- Students must have a 2.0 over all academic classes including art and movement.
- Students on IEP's/504's will be held to the same standard as all other students since their academics have already been modified per their IEP Goals.

If a student has less than a 2.0 average at quarter grades (conference time) a conference with the parents will be mandatory. If a student receives an F in any class at the semester's end, an Academic Contract will be signed by the teachers, parents and School Director.

Promotion Allowances

NCSA allows one social promotion during middle school.

8th Grade Only (in addition to the list above)

- A score of 80% or better on the Constitution Test
- Creation of performance for Graduation Ceremony
 - Performance shall be ready to be performed two weeks prior to the ceremony

All requirements must be met two weeks prior to graduation. If an 8th Grade student does not meet all requirements two weeks prior to graduation, they will not be allowed to finish the year with their class. They will be referred to the Non-Graduate Review at the High School, and they will not graduate nor be allowed to participate in the Graduation Ceremony or related activities. These requirements are subject to modification for students with 504 or IEP designations.

Any student not meeting requirements two weeks prior to the end of the semester may be excluded from the Artistic Showcase and field trips.

6th – 8th Graduation Expectations

In order to participate in graduation, students may have no outstanding restitutions. Students on behavior contracts must successfully complete them. Students with excessive referrals or behavioral problems will be required to attend an SST (Student Success Team) meeting with their teachers prior to graduation.

6th – 8th Field Studies

If any student is behind on their academics or has less than a C- in any class, it will be up to the teachers' discretion whether that student should attend any field study.

Students with excessive behavioral issues must have an SST meeting with teachers before attending overnight field studies, and may have the privilege of attending revoked, ***or require a parent to attend.***



Submission and Approval Process for Proposals of Public Art to be on display at NCSA Campus

NCSA recognizes that many of our parents are artists and may be interested in creating art installations on our campus, both outside on the grounds, on the exterior of the buildings, or inside office space or classrooms.

Anyone with an idea for this type of project must follow the process and guidelines laid out below

1. A proposal must be submitted in writing to the School Director with a detailed description of the scope of the piece, the materials to be used, along with a sketch of how the piece would look upon completion. A suggestion of where the piece would be located can be included if this has been determined. The proposal must specify whether the artist is donating all materials and their time to create the piece or whether they are requesting reimbursement for materials.
2. The School Director will appoint a committee made of several people including parents, at least one art teacher, the arts coordinator, and any interested teachers or staff. The committee will meet as needed to review submissions and determine if they fit within the artistic, aesthetic, and creative spirit of NCSA.
3. Proposals that include working with students in some way, including them in the design or implementation of the project, are more desirable. Desirable proposals may also include working in collaboration with one or more of our art teachers on a project that relates to a piece of curriculum.
4. Any artwork that is given to NCSA for installation on our campus becomes the property of NCSA to modify, move, or remove at our discretion.



Nevada City School of the Arts

Purchasing Policies

Nevada City School of the Arts (NCSA) personnel shall adhere to the following purchasing policies, as established by the Charter Governance Council (CGC) at a duly held meeting on August 19, 2016:

Budget Approval

Budgeted expenditures are approved during the budget adoption and revision process, as required by the Nevada County Superintendent of Schools (NCSoS.) The annual “adopted” budget is generally adopted in May for the following year, with revisions in November and February. The adopted budget and each revision must be approved by the Business Manager, the School Director, and the CGC on a timely basis and in accordance with NCSoS requirements and deadlines.

Payroll Expenditures

The following NCSA personnel are authorized to approve payroll expenditures, as documented on employment contracts and other personnel forms, provided that such expenditures are within the parameters of the approved budget then in effect, or are within the limits described below:

- Holly Pettitt, School Director
- Melissa Brokenshire, School Business Manager
- Jody Deaderick, Arts Coordinator

The CGC shall approve all employment contracts. Such approval may occur after the beginning of the contract start date, provided that the expenditures which occur prior to the approval date are within the parameters of the approved budget then in effect.

Non-Payroll Expenditures Approval

The following NCSA employees are authorized to approve expenditures as follows:

<u>Employee</u>	<u>Type of Expenditure</u>	<u>Limit</u>
School Director	Any type – within budget	Budget
	Any type – not in budget	\$1,500
School Business Manager	Routine Expenditures ¹	\$1,800, up to budget
	Any type – emergency only ²	\$500
Main Lesson Teachers	Classroom supplies	Budget
	Field studies	Budget
Lead Music Teacher	Music supplies	Budget

¹ Routine expenditures include utilities, janitorial and administrative supplies, copier lease payments, and other expenditures which are defined as “routine” by the School Director.

² In absence of the School Director only.

Employee	Type of Expenditure	Limit
Movement Teacher	Movement supplies	Budget
	After-school sports supplies	Budget
Resource Teacher	Resource Center supplies	Budget
	Assistant Director	Art and electives supplies
Development Coordinator	Electives services (instrument repair, etc.)	Budget
	Advertising	Budget
	Fundraising (AGC, AMOT, grants, etc.)	Budget
Custodian	Janitorial supplies	Budget
	Maintenance supplies	\$250.00, up to budget
Admin Secretary	Admin/tech supplies	\$100.00, up to budget
Facilities Coordinator	Facilities/Maintenance	
	Supplies	\$250.00, up to budget

Any expenditures that are outside the parameters described above require CGC approval prior to purchase or payment.

In addition, the CGC shall regularly review and approve a listing of all non-payroll expenditures made. On a monthly basis, the Business Manager shall present to the CGC a list of non-payroll expenditures from the preceding calendar month, with a brief description of the nature of each expenditure.

General Checking Account

NCSA may establish and maintain a checking account at Tri-Counties Bank in Grass Valley, California, for the purpose of depositing funds received by the school and use of general payables for operations. The account shall be funded with an initial cash balance transfer obtained from the NCSoS as of June 30, 2015. The account shall be in the name of "Nevada City School of the Arts".

Funds in this account, Will be reconciled monthly by the accountant in the business office, approved by the Business Manager and reviewed by the School Director.

Authorized signers on this account shall consist of:

- Holly Pettitt, School Director
- Melissa Brokenshire, Business Manager
- Jody Deaderick, Assistant Director

Each disbursement check from this account greater than \$500.00 shall require two signatures.

Payroll Cash Account

NCSA is authorized to establish and maintain a payroll checking account at Tri-Counties Bank in Grass Valley, CA for the purpose of funding monthly payroll. The account shall be in the name of "Nevada City School of the Arts" and reconciled monthly by the accountant in the business office, approved by the Business Manager and reviewed by the School Director.

This account shall be maintained with a balance transfer equal the amount of payroll expense monthly.

Authorized signers on this account shall consist of:

Holly Pettitt, School Director
Melissa Brokenshire, Business Manager
Jody Deaderick, Arts Coordinator

Each disbursement check from this account greater than \$500.00 shall require two signatures.

Petty Cash

NCSA may disburse funds from the general checking account for purposes of maintaining petty cash at the school, up to a maximum balance of \$1,000. Petty cash shall be maintained in the school safe, or in another securely locked location, at all times.

Credit Card

NCSA may obtain a business credit card in the name of the Nevada City School of the Arts, up to a maximum, combined, limit of \$20,000.

Each credit card will bear the name of the individual authorized to use the card. NCSA is authorized to obtain credit cards bearing the name of the School Director, the School Business Manager, the Facilities Coordinator, the Property Manager, the Assistant Director and the Development Coordinator.

In order to prevent unauthorized expenditures, use of a credit card by someone other than the individual named on the card (i.e., sharing credit cards) is expressly prohibited.

Class Budgets

NCSA will allow teachers to carry over their classroom budgets, approved by the CGC, for one year. The maximum amount to be carried over is the annual limit approved by the CGC at every adopted budget. Receipts for expenses shall be submitted quarterly and will have an end of the year cutoff date in May.

Staff Computers

The purpose of this policy is to provide a consistent, transparent and equitable set of guidelines regarding the purchase and replacement of computers within the school. NCSA has established a purchasing price of \$900 to purchase a new computer for staff. This computer can be Mac or PC whichever is preferable to the employee. All computers purchased will be recorded in an asset listing and will have a replacement cycle of 5 years.

Purchasing Procedures

See more detailed purchasing procedures, performed in accordance with the Policies described above, at Procedures – Purchasing.doc.



Nevada City School of the Arts

Referral to the Student Attendance Review Board (SARB)

1. Students can be referred to SARB for poor attendance, academics or behavior.
2. The school is required to create support systems for the student to succeed prior to referring the student to SARB (if academic or behavioral SARB, this includes holding an SST meeting with the parents, teacher and School Director).
3. Absences
 - 4 or more absences (not matching illness patterns and symptoms) will result in an initial email notifying parents that they are close to receiving an official 1st letter. The Attendance Coordinator will email the teacher and director.
 - Exception – if a student had over 10 absences the year before, he/she will receive a pre-SARB letter and only be allowed 3 unexcused absences before the 2nd letter is sent.
 - 7 absences will result in a 1st letter, explaining the SARB Policy.
 - 10 absences will result in a 2nd letter, the need for a Doctor's note if absences continue and a mandatory meeting will be set up with School Director. This letter will be sent via certified/return requested and regular mail.
 - Parent will receive reminder call about meeting with School Director.
 - 13 absences will result in 3rd letter along with SARB referral, sent certified mail and regular mail.
 - For students who had poor attendance in the previous year, NCSA will expedite the SARB Process at 3 unexcused absences.
4. The Nevada County Superintendent of Schools (NCSOS) facilitates all SARB hearings, but they are considered an extension of the court system. The board members are representatives of the following county departments:
 - CALWorks
 - Sheriff's Department
 - County Board of Education
 - Probation
 - Children's Behavioral Health
5. Parents are notified of the date and time of the hearing by a Sheriff's Deputy sent to the parent's home to hand deliver the SARB summons.
6. Parents are required to attend the meeting.
7. Any decisions made at the SARB hearing, regardless of parent attendance, are enforceable by law.

8. At the meeting, the board will review all documentation from the school and speak with parent about the school's concerns and student's attendance. A decision regarding the student's attendance, school placement, or their behavioral needs will be made and a SARB contract will be signed. All decisions are final and enforceable by law.
9. If a parent does not comply with a SARB order, he/she will be fined and/or prosecuted.
10. If a child is referred to SARB, but the parent dis-enrolls the student before the hearing, the SARB referral will follow the student to his/her next school and the SARB hearing will still take place.



Nevada City School of the Arts **Income Eligibility Form Entry for Unduplicated Students**

This Policy and Procedure shall be established to understand and maintain the creation and entry of NCSA's income eligible family's documentation into the Student Information System (SIS). This information will serve as documentation for fiscal audits to very supplemental/concentration funding through the Local Control Funding Formula (LCFF).

1. The Attendance Coordinator will download income eligible tables from the CDE website and post them to an updated documented tailored for NCSA. This document will be reviewed and revised every April to be included in the BOY packets for the following school year. In addition, this document will be provided to every family enrolled in NCSA as its own document.
2. Attendance Coordinator shall gather all forms received and start entering new and changed forms into the SIS program.
3. Entry of forms into the SIS:
 - Attendance Coordinator shall audit each form and enter into SIS for each student.
 - Attendance Coordinator shall sign and date form after review and entry.
 - Business Manager or Accountant will do a second audit of forms to verify all information is correctly entered into SIS
4. If there are forms that have not been turned in, Attendance Coordinator (with the help of the business manager) shall contact families to make sure they have received the form and if not will provide them with a form for entry. Forms that are incomplete shall initiate a call to the family to verify:
 - Family size
 - Family income level
 - English learner status
 - Homeless status
 - Foster youth eligibility
5. After all forms are 100% audited and verified, attendance coordinator shall file these forms in a secure and confidential file, locked up for 2 years. This file will be available for fiscal audit documentation requirements that will be performed at the end of the school year.



Nevada City School of the Arts

Policy Prohibiting Discrimination, Harassment, Intimidation and Bullying

It is the policy of the State of California to afford all persons in public schools equal rights and opportunities in the educational opportunities of the state, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, association with a person or group with one or more of these actual or perceived characteristics, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of Penal Code (and as amended).

Nevada City School of the Arts believes that all students have a right to a safe and healthy school environment. Schools and their respective communities have an obligation to promote mutual respect, tolerance, and acceptance.

Nevada City School of the Arts will not tolerate behavior that infringes on the safety or wellbeing of any student. A student shall not intimidate, harass, discriminate against or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing, threatening, or name-calling; and social isolation or manipulation.

Nevada City School of the Arts expects students and/or staff to immediately report incidents of bullying to the School Director or other designee. Staff members who witness such acts must take immediate steps to intervene when safe to do so. Each and every complaint of bullying should be promptly investigated. This policy applies to students 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. To ensure bullying does not occur on school campuses Nevada City School of the Arts will foster acceptance and understanding in all students and staff members to build each school's capacity to maintain a safe and healthy learning environment

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

With respect to this Policy Prohibiting Discrimination, Harassment, Intimidation and Bullying, the Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying or harassment of any kind may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying/harassment to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying/harassment in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached within 60 days, the student or the parent of the student should contact the School Director or Nevada County Superintendent of Schools to obtain a copy of the Uniform Complaint Procedures.

- Nevada City School of the Arts prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying/harassing behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the information packet and/or information packet, as part of new student orientation, and as part of the school's notification to parents.
- The school will make reasonable efforts to keep a report of bullying/harassment and the results of investigation confidential.
- Staff members that witness acts of bullying/harassment shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target/victim or witnesses in any way.

Student Signature _____ Date _____

Student Name Printed _____ Grade _____

Parent Signature _____ Date _____

Parent Name Printed _____



Nevada City School of the Arts Student Sexual Harassment Policy

It is the policy of Nevada City School of the Arts to maintain an environment that is free from sexual harassment. Sexual Harassment is a form of sexual discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by state and Federal Law.

The Education Code provides that a student may be suspended from school or recommended of expulsion if the superintendent or principal of the school determines that the pupil has committed sexual harassment. For purposes of this policy, the conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive as to create an intimidating, hostile, or offensive education environment or to have a negative impact upon academic performance.

Any incident shall be reported to any school official. The school official shall immediately report the matter to the school director and an immediate investigation shall commence as provided for in appropriate administrative regulations.



Suicide Prevention Policy

Purpose

The purpose of this policy is to protect the health and well-being of all Nevada City School of the Arts students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

Nevada City School of the Arts:

- a. recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome,
- b. further recognizes that suicide is a leading cause of death among young people,
- c. has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- d. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, this policy is meant to be paired with our Bullying Prevention Policy supporting the emotional and behavioral health of students more broadly.

Parental Involvement

Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. We encourage and advise parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self-harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, Nevada City School of the Arts faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in your behavioral and emotional health.

Definitions

1. **At Risk:** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The students may have thought about suicide including potential means of death and may have a plan. In addition,

the student may exhibit feeling of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis Team:** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. **Mental Health:** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. **Post-vention:** Suicide post-vention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk Assessment:** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (school psychologist). This assessment is designed to elicit information regarding the student' intent to die by suicide, previous history of suicide attempts, presence of an assured plan and its level of lethality and availability, presence of support systems and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. **Risk Factors for Suicide:** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tend to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
7. **Self Harm:** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. These behaviors can be categorized as either non-suicidal or suicidal. Although self harm often lacks suicidal intent, youth who engage in self harm are more likely to attempt suicide.
8. **Suicide:** Death cause by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide Attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feeling such as a wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal Behavior:** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy of suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide Contagion:** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guild, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal Ideation:** Thinking about, considering, or planning for self injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope

This policy covers actions that take place in the school, on school property, at school sponsored functions and activities, and at school sponsored out-of-school events where school staff are present. This policy applies the entire school community, including educators, school staff, students, parents/ guardians and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

Risk factors and protective factors

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors of suicide include:

1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

- 1. Youth living with mental and/or substance use disorders.** While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse,

schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.

2. **Youth who engage in self-harm or have attempted suicide.** Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. **Youth in out-of-home settings.** Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. **Youth experiencing homelessness.** For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.
5. **American Indian/Alaska Native youth.** In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
6. **LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth.** The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.
7. **Youth bereaved by suicide.** Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. **Youth living with medical conditions and disabilities.** A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthmas are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

Prevention

1. District Policy Implementation

A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district.

The school director shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report student they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

2. Staff Professional Development

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, post-vention, and resources regarding youth suicide prevention.

The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities.

Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

3. Youth Suicide Prevention Programming

Developmentally appropriate materials and discussion will be integrated into the curriculum of school-wide health and family life classes.

Content will include:

- a. the importance of safe and healthy choices and coping strategies,
- b. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
- c. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

In addition, small group suicide prevention programming for students may be provided.

4. Publication and Distribution

This policy will be distributed to members of the Nevada City School of the Arts community and included in all appropriate handbooks and on the school website.

Assessment and referral

When a student is identified by a staff person as potentially suicidal behaviors (verbalizes about suicide, presents overt risk factors such as agitation or intoxications, the act of self-harm occurs, or a student self-refers), the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is not mental health

professional available, the school director will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The school director and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or school director will contact the student's parent or guardian as described in the Parental Notification and Involvement section, and will assist the family with urgent referrals. When appropriate, this may include calling emergency services or bring the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

In-school suicide attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and /or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for youth.
5. The school employed mental health professional or school director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the school director or suicide prevention coordinator regarding in-school suicide attempts.
7. The school director or suicide prevention coordinator will assess whether additional steps should be taken to ensure student safety and well-being.

Re-entry procedure

For students returning to school after a mental health crisis (suicide attempt or psychiatric hospitalization), a school employed mental health professional, the school director or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for their return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

Bullying and suicide

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as to depression and anxiety, which can contribute to suicidal behavior in those at risk. Research also subset that young people who are already at heightened risk for suicide are also at increased risk for involvement in bullying.

It is important to remember that most students who are involved in bullying do not become suicidal. While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (depression, anxiety, substance abuse or other mental disorders) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk. Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at risk and their behavior may reflect underlying mental health problems.

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to those young people who may be at risk for completing suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied, or creating an aura of celebrity around them, may contribute to an at-risk youth's illogical thoughts that suicide is the only way to have a voice or to make a difference for others.

Whenever possible, discussions on bullying and suicide should center on prevention, rather than statistics, and encourage help-seeking behavior.

Out-of-school suicide attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and school director.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parental notification and involvement

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as possible by the school director, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the school director or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

Post-vention

1. Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a. **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or the police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a case of death ruling has been made. If the case of death has been confirmed as suicide but the parent or guardian will not permit the case of death to be disclosed, the school will not share the case of death but will use the opportunity to discuss suicide prevention with students.
- b. **Assess the situation.** The crisis team will meet to prepare the post-vention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other dramatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of post-vention activities may be reduced.
- c. **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgment that the cause is unknown. Inform the school faculty and staff that a sudden death has occurred, preferable in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address systems and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with student that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- d. **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose to trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
- e. **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to

determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

- f. **Develop memorial plans.** The school should not create on-campus physical memorials (photos, flowers, etc.), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (small gatherings) will include a focus on how to prevent future suicide and prevention resources available.

2. External Communication

The school director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a. Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
- b. Prepare a statement for the media including the facts of the death, post-vention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" - as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

RESOURCES

Guidebooks and Toolkits

“After a Suicide: A Toolkit for Schools”

American Foundation for Suicide Prevention and Suicide Prevention Resources Center
www.afsp.org/schools

“Guidelines for School-Based Suicide Prevention Programs”

American Association of Suicidology
http://www.sprc.org/sites/sprc.org/files/library/aasguide_school.pdf

“Youth Suicide Prevention, Intervention, and Post-vention Guidelines: A Resources for School Personnel”

Maine Youth Suicide Prevention Program
<http://www.maine.gov/suicide/docs/Guideline.pdf>

“Trevor Resource Kit”

The Trevor Project
thetrevorproject.org/resourcekit

“Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children”

Family Acceptance Project
<http://familyproject.sfsu.edu/publications>
National Center for School Crisis and Bereavement
<http://www.stchristophershospital.com/pediatric-specialites-program/specialties/690>

Adolescent and School Health Resources - Centers for Disease Control and Prevention

<http://www.cdc.gov/healthyyouth/schoolhelath/index.htm>

School Programs

“Signs of Suicide Prevention Program (SOS)”

Screening for Mental Health, Inc.
<http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/>

“American Indian Life Skills Development / Zuni Life Skills Development”

University of Washington
<http://www.nrepp.samhsa.gov/ViewIntervention.asp?id=81>

“More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel:

American Foundation for Suicide Prevention
<http://morethansad.org>

CRISIS SERVICES FOR STUDENTS

National Suicide Prevention Lifeline

The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones.

1-800-273-8255 (TALK)

<http://www.suicidepreventionlifeline.org>

The Trevor Lifeline

The only nationwide, around-the-clock crisis intervention and suicide prevention lifeline for lesbian, gay, bisexual, transgender, and questioning young people, ages 13-24

1-866-488-7386



NEVADA CITY SCHOOL OF THE ARTS TEACHER SUPPORT STRUCTURE

The Teacher Support Structure shall be divided into two distinct categories – one pertaining to probationary teachers or those with two years of documented concerns, and the other category shall pertain to established teachers who have been at the school three or more years.

Established Teachers

An established teacher is one who has successfully completed teaching for three years at Nevada City School of the Arts.

Ongoing Support and Evaluation

❖ Established teachers will receive ongoing support each year in the form of regular opportunities for collaboration within a team of teachers, staff meetings and staff-development opportunities, informal support from the Director, arts coordinator and office staff, as well as classroom and teacher development funds (when funding allows).

❖ Development of goals: Teachers are also asked to **videotape themselves at least three times a year** and develop their own professional development goals through the use of videotaping. Teacher may wish to collaborate with their peers in this area, or simply use it for their own benefit. After viewing the video the teacher will create goals based on what they feel their needs are. A form should be turned in to the school director after the first videotaping session in early fall (No later than the end of October). Teachers will meet with the director at the end of the year to review their progress toward their specific goals.

❖ Teachers are also asked to check in and seek support from faculty as a whole through regular team meetings. Further, teachers are encouraged to seek formal or informal feedback from students and parents each classroom year. Finally, through end-of-the year self-evaluation and the team presentation to Governance Council, teachers have the opportunity to reflect and receive feedback that can guide growth.

Identified Areas of Needed Growth

Areas of need are those that directly relate to the teacher job performance or goals related to their performance as identified by the School Director.

Such needs shall be raised by the Director and shared directly with the teacher. The teacher shall be given ample opportunity and direct assistance and support to rectify the areas of need prior to any action being taken. If, however, the area of need remains an

issue, a non-teacher CGC member and a team teacher shall be included in a meeting or observation to discuss said areas of need. When this group is in consensus that a serious concern exists, the formal structured support process shall take place.

Structured Support Process

Action Plan – When the concern has been identified, an action plan shall be created by the Director in collaboration with the teacher. This plan shall be shared with the CGC and shall include:

- Strategies for addressing the concern
- A clear timeline
- Peer coaching and/or observation
- Inclusion of a non-teacher CGC member in the process
- Additional meetings between those involved in the action plan
- Weekly progress meetings with the Director
- A final evaluation by the Director of progress made in addressing the concern at the end of the process
- A special CGC session that includes the teacher.

Direct Communication – At all times in the process the Director shall communicate openly and directly with all parties involved regarding the concern with the teacher.

Opportunity for Addressing Concerns

The support process for an established teacher shall not lead to non-renewal of employment for cause without at least being given one year to improve after the initial concern was raised.

Employment Renewal or Non-Renewal

- Renewal of employment shall be based on success in meeting teacher goals and in fulfilling the job description.
- Employment contracts shall not be renewed for an established teacher only for cause as identified and addressed in a multi-year concern process where the teacher has had an opportunity to address the identified concerns.
- Should the same concerns arise after the structured support process has concluded, the teacher will not be placed in another formal Structured Support, and non-renewal will be considered.

Probationary Teachers

Probationary teachers are those who have had less than three years of successful teaching at Nevada City School of the Arts. Any teacher who has been through the Structured Support Process reverts to probationary status for three years. NCSA is an At Will employer and can choose to release any probationary teacher from their contract, with or without cause, at any time.

Mentor Process

All teachers who are new to NCSA will work with a mentor for one to two years depending on need. The mentor will help with planning, curriculum development and will participate in all observations and peer evaluations (to the extent possible). The assigned mentor, the Director and the teacher will review the yearly curriculum plan together, review weekly lesson plans, assignments and grades and have weekly scheduled meetings.

Support

In order to support the probationary teacher in completing the above, NCSA will give the probationary teacher five additional leave days to plan and prepare curriculum and to observe and access others' curriculum. Those leave days must be spent on campus and the results of their efforts shown to the mentor and School Director.

The Mentor Shall

- Help with some aspects of planning,
- Attend parent meetings with Probationary Teacher
- Assist with email responses
- Explain school culture and answer routine questions about NCSA
- Provide curriculum they have created
- Meet with Teacher weekly to ensure progress toward goals is being made
- Attend weekly meetings (as needed) with teacher and School Director

Evaluation Process

The Evaluation Process will be the same as for Established Teachers.

➤ **Full Disclosure**

It shall be understood that the probationary teacher's efforts, achievements, needed improvements and concerns about performance shall be shared and discussed openly by the Mentor and School Director. As such there shall be no expectation of privacy by the probationary teacher with regard to these discussions (between Mentor and Director). The Mentor and School Director shall keep confidential all information regarding the Probationary Teacher from other staff, colleagues and parents. However it should be noted that the Probationary Teacher should feel comfortable going to any other staff member for confidential advice and/or help.

Contract Renewal

A probationary teacher's contract will only be renewed if the Director and Mentor are satisfied with the teacher's overall performance during the year.

Nevada City School of the Arts

4-8 Student Instructional Technology Acceptable use and Internet Safety Policy

Technology provides a wealth of educational opportunities for staff and students. Access to the vast resources requires responsible use by each individual. It is important that you understand your rights and privileges when using the Nevada City School of the Arts (NCSA) resources in this environment. This document describes the computer, network, and Internet resources made available by the school and your responsibilities and obligations in the use of these resources.

Introduction

NCSA is pleased to offer students access to computers, communication systems¹, the Internet and an array of technology resources to promote educational excellence. Each student is responsible for their use of technology, whether personal or school-provided. While using school and personal technology resources on or near school property, at school-sponsored activities, each student must act in an appropriate manner consistent with school and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about appropriate digital citizenship and to establish expectations when using technology.

Technology resources are provided to students to conduct research, complete assignments, and communicate with others in furthering their education. This focus does not allow the use of the network system for commercial, political, or personal entertainment purposes. Students may not offer, provide, or purchase products or services through the NCSA network system. The NCSA network system has not been established as a public access service or public forum. Access is a privilege, not a right; as such, general rules of school behavior apply. Access to these services is given to students who agree to act in a responsible manner. Just as students are responsible for good behavior in a classroom of a school hallway, they must also be responsible when using school computer networks or personal technologies. Students must comply with school standards and honor this agreement to be permitted the use of technology. Disciplinary action may be taken against students for misuse of computer, network, and information resources

Use of NCSA Network

- Each student, along with a respective parent/guardian, must sign an Acceptable Use Policy (AUP) Agreement to be granted an account on the NCSA network system.
- Students will not make deliberate attempts to disrupt or harm the computer system and its hardware or destroy data by spreading computer viruses or by any other means. Use or possession of "hacking" tools are prohibited.
- The use of the Internet, school computers, and personally owned devices at school is a privilege, not a right. Inappropriate use will result in cancellation of these privileges and appropriate disciplinary measures.
- Students will use their personal server storage to store only files that are educational in nature and related to course work.
- Students are expected to maintain the instructional files and media in a responsible manner, which includes backing up files at regular intervals to a memory device and deleting files at the end of the school year.
- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their password to another person except to a school administrator or parent.
- Students will not attempt to log on or connect to the NCSA network under any identity other than their own username.
- Students will not attempt to gain unauthorized access (including hacking) to the NCSA network system or to any other computer system through the NCSA network system or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are inappropriate, even if only for the purposes of "browsing" and may result in disciplinary action.
- Students will immediately notify a teacher if they have identified a possible security problem.
- Students will use school resources (e.g. printers, cameras, etc.) only for educational purposes.
- Students are not permitted to connect any personal devices (e.g. laptops, smart phones, etc.) to any part of the NCSA network (wireless or directly plugged) without first gaining approval from the Technology Department or Authorized Representative.
- Students will not download or upload programs or files that can be run or launched.
- Use of NCSA computers, network, and Internet services does not create any expectation of privacy.

¹ (Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

² (email, chat, forums, blogs, social networking, instant messages, SMS and other forms of messaging services)

³ (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

⁴ (Hardware systems include laptops, digital camera/video equipment and/or other technologies).

- Students should expect routine monitoring of computer usage and Internet browsing while logged on to the NCSA network.
- Parents have the right to request to see the contents of student's files.

Internet Access

- All students will have access to the Internet and World Wide Web information resources through computers connected to the network.
- NCSA actively uses filtering software to meet the Children's Internet Protection Act (CIPA) requirement and to prevent students from accessing graphics that are (1) obscene, (2) pornographic, or (3) harmful to minors. NCSA retains the right to block unacceptable web sites. Filtering software is not a perfect science and it may be possible for users to access inappropriate sites.
- NCSA does not guarantee network functionality or accuracy of information.
- Students will not use the NCSA network system to access inappropriate material including sites that display profane or obscene (pornography) materials, advocates illegal acts, encourages the use of drugs, alcohol or tobacco, school cheating, weapons, material that advocates violence, participation in hate groups, or discrimination towards other people, or other inappropriate activities considered harmful to minors.
- If students mistakenly access inappropriate information, they should immediately minimize their screen and tell their teacher. This will protect the student against a claim that they have intentionally violated this Policy.
- The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement
- Only the Internet gateway provided by the school may be accessed while on campus. Connection to third party access points or the establishment of a ad-hoc network access via Internet Connection devices (hot-spots, air cards) is not permitted. Please note that students using their device to gain access to the Internet via their cellular (3G/4G) data plan is not filtered.

Use of Messaging Services²

- An e-mail account may be provided to students for educational purposes and not as a public or student forum.
- Students will promptly disclose to their teacher or other school employee any message or information they receive that is inappropriate or makes them feel uncomfortable while on the web, using e-mail, forums or other forms of messaging services.
- E-mail, may not be used for unlawful activities, political or commercial purposes, any form of harassment or threats, sending of spam messages or chain letters to more than five people or any use that interferes with the school computing services or its employees.
- Students may not send messages with a false identity or alter forward mail out of context.
- Students will abide by rules of Network etiquette by not using defamatory, inaccurate, abusive, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or prejudicial language in public or private communication.
- Students will not post personal contact information about themselves or other people without parental approval. Personal contact information includes but not limited to names, home, school, parent work addresses, telephone numbers, personal photos or videos.
- Students will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Students will not post or share information that could cause damage or a danger of disruption to NCSA schools or any other organization of person.
- Students are prohibited from accessing or attempting to access instant messages, chat rooms, forums, e-mail, social networking sites, or other messaging services during the instructional day unless authorized by a teacher or administrator for instructional purposes.
- Students are prohibited from accessing online games that are not for educational purposes.

Web Applications

¹ (Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

² (email, chat, forums, blogs, social networking, instant messages, SMS and other forms of messaging services)

³ (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

⁴ (Hardware systems include laptops, digital camera/video equipment and/or other technologies).

Students' use of digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others is a key performance indicator of 21st Century Skills. Students may interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. In a digital environment, students will follow all established Internet safety guidelines including the following conditions:

- The use of digital media is considered an extension of your classroom. Any speech that is considered inappropriate in the classroom is also inappropriate in all digital environments. This includes but is not limited to profanity; racist, sexist or discriminatory remarks.
- Students using digital media are expected to act safely by keeping ALL personal information out of their posts.
- A student should NEVER post personal information on the web (including, but not limited to last names, personal details including addresses or phone numbers, or photographs). Do not, under any circumstances, agree to meet someone you have met over the Internet.
- Never link to web sites from your digital environment without reading the entire article to ensure it is appropriate for school setting.
- Students using such tools agree to not share their user name or password with anyone besides their teachers and parents and treat digital spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate online.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse according to the school discipline policy.

Teacher Responsibilities

- Teachers will provide developmentally appropriate guidance to students as they make use of telecommunications and electronic information resources to conduct research and other studies related to the school curriculum
- Classroom use of networked resources will be in support of educational goals.
- Teachers will provide alternate activities for students who do not have permission to use the Internet.

Cyberbullying

NCSA expressly forbids cyberbullying. For the purposes of this policy, "cyberbullying" shall mean using messaging services³ and/or other digital communication devices to bully others by:

- Sending or posting cruel messages or images;
- Threatening others;
- Excluding or attempting to exclude others from activities or organizations;
- Starting or passing on rumors about others or the school system;
- Harassing or intimidating others;
- Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
- Sending or posting harmful, untrue or cruel statements about a person to others;
- Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
- Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images;
- Engaging in tricks to solicit embarrassing information that is then made public;
- Using camera and/or video enabled devices to bully another person or to invade another person's privacy.

Privacy, Plagiarism, Piracy and Copyright Infringement

- An image taken by any camera or video enabled device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who has a reasonable expectation of privacy at the time the image was recorded or the person who owns the copyright in the material appearing in that image.
- Camera and /or video enabled devices may not be used in any classroom without a teacher's written permission.
- Students will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours. Plagiarism could result in loss of grade for the assignment in addition to other consequences.
- Students will not download or install pirated software, music, video or files that infringe on copyright laws onto computers. Possession of unlicensed or pirated software is illegal.

¹ (Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

² (email, chat, forums, blogs, social networking, instant messages, SMS and other forms of messaging services)

³ (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

⁴ (Hardware systems include laptops, digital camera/video equipment and/or other technologies).

- Students will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements.
- If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

Use of School Hardware⁴

- School hardware will not be left unattended
- In the event of any damage to school hardware at any time while it is in the student's possession, the student agrees to inform the teacher so that repairs can be performed.
- If NCSA reasonably determines that the student has willfully damaged any school hardware, NCSA reserves the right to apply the liabilities provisions to Education code section 48904.

Use of personally Owned Devices

- Each teacher has the discretion to allow and regulate the use of personal devices in the classroom and on specific projects.
- Responsibility to keep the device secure rests with the individual owner. Nevada City School of the Arts is not liable for any device lost, stolen or damaged, including lost or corrupted data on a device.
- To use a personal device with the school, students must register it by connecting to our "Public Wi-Fi".
- Students must obtain teacher permission before using a personal device in class, and put it away when requested by the teacher.
- NCSA has the right to collect and examine any device if there is a reason to believe that school policies, regulations, or guidelines on use of the device have been violated.

Consequences

- In the event there is a claim that a student has violated this policy in the use of the NCSA network system, the student will be provided with a written notice of the suspected violation and an opportunity to present an explanation before an administrator.
- If a student is found to have violated this Policy, the consequences will be, but not limited to, warnings, usage restrictions being placed on their network account, or disciplinary action at the discretion of the site administration.
- A violation of Federal, State or local laws or ordinances may result in legal proceedings.

¹ (Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

² (email, chat, forums, blogs, social networking, instant messages, SMS and other forms of messaging services)

³ (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

⁴ (Hardware systems include laptops, digital camera/video equipment and/or other technologies).

Student:

I understand and will abide by the Acceptable Use and Internet Safety Policy. Should I commit a violation, I understand that consequences of my actions could include suspension of computer privileges, school disciplinary action, and/or referral to law enforcement.

Student's Name (please print): _____

Student's Signature: _____ Date: _____

Parent or Guardian:

As the parent or guardian of this student, I have read the Acceptable Conduct and Use Agreement. I understand that computer access is provided for educational purposes in keeping with the academic goals Nevada City School of the Arts (NCSA), and that student use for any other purpose is inappropriate. I recognize it is impossible for NCSA to restrict access to all controversial materials and I agree to not hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. I understand that my children's computer activities at home should be supervised as they can affect the academic environment at school and acknowledge NCSA accepts no responsibility for supervision outside the school setting. I agree to indemnify and hold harmless Nevada City School of the Arts personnel for any damages or costs the school personnel incur as a result of a violation of the Acceptable Use and Internet Safety Policy by my student(s). I hereby give permission for my child to use computer resources at NCSA, and hereby accept and agree to the terms and conditions of the Acceptable Use and Internet Safety Policy and Agreement.

I hereby give permission for my child to use computer resources at NCSA.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature: _____ Date: _____

¹ (Communication systems include e-mail, web sites, blogging, podcasting, forums, wikis, and/or other emerging technologies).

² (email, chat, forums, blogs, social networking, instant messages, SMS and other forms of messaging services)

³ (e-mail, chat, forums, blogs, social networking, instant message, wikis, and other forms of collaborative software)

⁴ (Hardware systems include laptops, digital camera/video equipment and/or other technologies).

Nevada City School of the Arts



ACCOUNTING POLICIES AND PROCEDURES

May 16, 2017

Table of Contents

I. Introduction	3
II. Division of Responsibilities	4
Board of Directors	4
School Director	4
Business Manager	4
Accountant	5
Accounting Technician.....	5
III. Chart of Accounts and General Ledger	6
IV. Cash Receipts.....	7
V. Inter-Account Bank Transfers	8
VI. Cash Disbursements & Expense Allocations	9
VII. Credit Card Policy and Charges	11
VIII. Accruals	12
IX. Bank Account Reconciliations	13
X. Petty Cash Fund.....	14
XI. Property and Equipment.....	15
XII. Personnel Records	16
XIII. Payroll Processing.....	17
XIV. End of Month and Fiscal Year-End Close	18
XV. Financial Reports.....	19
XVI. Fiscal Policy Statements	20

I. Introduction

The purpose of this manual is to describe all accounting policies and procedures currently in use at Nevada City School of the Arts and to ensure that the financial statements conform to generally accepted accounting principles; assets are safeguarded; guidelines of grantors and donors are complied with; and finances are managed with accuracy, efficiency, and transparency.

All Nevada City School of the Arts' staff with a role in the management of fiscal and accounting operations are expected to comply with the policies and procedures in this manual.

These policies will be reviewed annually and revised as needed by the staff and approved by the School Director, Business Manager and Treasurer of the Board of Directors.

II. Division of Responsibilities

The following is a list of personnel who have fiscal and accounting responsibilities:

Board of Directors

1. Reviews and approves the annual budget and budget revisions
2. Reviews annual and periodic financial statements and information, including School Director's monitoring reports
3. Reviews School Director's performance annually and establishes the salary
4. School Director, Assistant Director and the Business Manager will be appointed by the board to be authorized signers on the bank accounts
5. Reviews and approves all service contracts up to, but not over **\$50,000**
6. Reviews and advises School Director on reporting of Executive Limitations Policies
7. Determines whether the organization should have an audit and approves a contract with proposed auditor suggested by School Director and Business Manager

School Director

1. Reviews and approves all financial reports including cash flow projections
2. Sees that an appropriate budget is developed annually
3. Reviews and advises staff on internal controls and accounting policies and procedures
4. Reviews and signs all issued checks up to, but not over **\$1,000** and/or approves check signing procedures
5. Reviews and approves all service contracts up to **\$50,000, but not over.**
6. Reviews and approves all non-budgeted expenditures
7. Reviews and approves all grant submissions
8. Reviews all bank statement and bank reconciliations approved by Business Manager
9. Is on-site signatory for all bank accounts
10. Oversees the adherence to all internal controls

Business Manager

1. Approves all program expenditures within budgeted amounts
2. Reviews and monitors program budgets
3. Approves payroll processing and is responsible for all personnel files
4. Reviews and recommends all Personnel Policy revisions, as suggested by attorney
5. Approves and reviews cash flow and bank balances
6. Reviews and approves all reimbursements, purchase requisitions and fund requests within budget
7. Processes all inter-account bank transfers
8. Assists School Director with the development of annual and program budgets
9. Approves all incoming and outgoing invoices

10. Reviews all petty cash funds provided by Accountant
11. Monitors and manages all expenses to ensure most effective use of assets
12. Monitors grant reporting and appropriate release of temporarily restricted funds
13. Oversees expense allocations
14. Monitors and makes recommendations for asset retirement and replacement
15. Reviews, revises, and maintains internal accounting controls and procedures
16. Reviews all financial reports

Accountant

1. Overall responsibility for data entry into accounting system and integrity of accounting system data
2. Reviews invoices and prints checks for signature
3. Makes bank deposits
4. Maintains general ledger and account reconciliations, including employee benefits, as needed
5. Prepares monthly and year-end financial reports for Business Managers approval
6. Reconciles all bank accounts
7. Prepares Field Studies Budgets
8. Initiates donor thank you letter acknowledgements
9. Manages Accounts Receivable and sends out monthly statements
10. Reviews and monitors all expense & revenue coding for accuracy

Accounting Technician

1. Processes invoices and prepares checks for signature
2. Processes monthly timesheets and input payroll
3. Mails vendor checks
4. Manages Purchasing and receiving
5. Receives and opens all incoming accounting department mail, excluding bank statements
6. Manages and oversees all personnel and payroll changes, including new hire recruiting

III. Chart of Accounts and General Ledger

Nevada City School of the Arts has designated a Chart of Accounts specific to its operational needs and the needs of its financial statements. The Chart of Accounts is structured so that financial statements can be shown by natural classification (expense type) as well as by functional classification (program vs. fundraising vs. administration). The Accountant is responsible for maintaining the Chart of Accounts and revising as necessary. The Chart of Accounts is attached to this manual as an addendum.

The general ledger is automated and maintained using our accounting software. All input and balancing is the responsibility of the Accountant with final approval by the Business Manager.

The Business Manager should review the general ledger on a periodic basis for any unusual transactions.

IV. Cash Receipts

Cash receipts generally arise from:

1. Apportionments and Grants, including State and Federal Funding
2. Direct donor contributions
3. Fundraising activities

The principle steps in the cash receipts process are:

The Receptionist receives incoming mail and forwards it unopened to the Accounting Technician. The Accounting Technician opens and distributes the mail. The Accountant enters all checks into the accounting software and stamps all checks "for deposit only". The checks are kept in a locked safe until deposited.

Daily, the Accounting Technician forwards the checks and cash with receipt for processing to the Accountant. The Accountant processes the deposit and takes it to the bank for deposit. A printed deposit slip is attached to the deposit. The deposits are put in a file with a printed deposit summary, any back up documentation and the deposit receipt from the bank.

All cash received will be counted, verified, and issued a receipt by the Receptionist(s) and/or Accountant. The cash will immediately be posted using the appropriate allocation by the Accountant. A receipt will be given to the paying party and a copy kept for internal purposes. The cash will be kept in a locked, secure location and deposited within 24 business hours.

V. Inter-Account Bank Transfers

Once a month the Business Manager will transfer the payroll funds from the General Checking Account to the Payroll Account. The amount is determined by the Payroll Journal Entry prepared by the Accountant.

VI. Cash Disbursements & Expense Allocations

Cash disbursements are generally made for:

1. Payments to vendors for supplies and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials
8. Program supplies and services

Checks are processed weekly. Invoices submitted to the Accounting Technician by Monday will be processed and paid by Friday of the same week. Checks can be prepared manually within one day, but this should be limited to emergency situations.

Requests for cash disbursements are submitted to Accounting in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee reimbursement request
4. Credit card purchases with receipts provided by authorized credit card holder

All invoices must have an account code written on them and approved by the requested prior to being submitted to accounting.

Every employee reimbursement or purchase request must be documented on the approved form with travel authorization, receipts, nature of business, and program allocation before approving for reimbursement as follows:

Lodging - an itemized receipt from the hotel detailing all charges, the person(s) for whom the lodging was provided, and the specific business purpose.

Meals and Entertainment - an itemized receipt must be provided showing the cost of food, beverage, and gratuities, including the names of every person for whom food or beverage was provided, and the specific business purpose.

Other Expenditures - a receipt and/or packing slip from the vendor detailing all supplies or services purchased (including the class/department for supplies or services) and the specific business purpose.

The Accounting Technician processes all payments and:

1. Verifies expenditure and amount
2. Verifies appropriate allocation information
3. Verifies that there is room in the budget, if over budget sends to Business Manager and School Director for approval

4. Enters them into the Accounts Payable module
5. Prepares weekly Accounts Payable report
6. Submits payables, with attached backup documentation, to the Accountant for review
7. Mails check and appropriate backup documentation
8. Files all backup documentation with paystub attached in the appropriate file

The Accountant reviews all payments and:

1. Verifies account codes are correct
2. Verifies amounts are within budget
3. Verifies bank balances and prepares a weekly Accounts Payable Cash Flow Summary
4. Submits payables with all backup documentation to the Business Manager
5. Prints checks approved by the Business Manager
6. Submits checks, with attached backup documentation, to the Business Manager for signature. All checks in excess of **\$1,000** require a second signature from the School Director or an authorized staff member (Assistant Director)

The Business Manager approves all payments and:

1. Reviews account coding
2. Reviews if in budget, if not submits payable to the School Director for approval
3. Approves weekly Accounts Payable Cash Flow Summary
4. Signs checks

VII. Credit Card Policy and Charges

All staff members who are authorized to carry an organization credit card will be held personally responsible in the event that any charge is deemed personal or unauthorized. Unauthorized use of the credit card includes: personal expenditures of any kind; expenditures which have not been properly authorized; meals, entertainment, gifts, or other expenditures which are prohibited by budgets, laws, and regulations, and the entities from which Nevada City School of the Arts receives funds.

The receipts for all credit card charges will be given to the Accounting Technician within two (2) weeks of the purchase along with proper documentation. The Accounting Technician will verify all credit card charges with the monthly statements. All charges will be entered into the accounts payable module by the Accounting Technician with applicable allocation information for posting. A copy of all charges will be attached to the monthly credit card statement when submitted to the Business Manager and authorized card holder for approval and signing.

All credit card usage will be provided to the School Director for review and approval.

VIII. Accruals

To ensure a timely close of the General Ledger, Nevada City School of the Arts may book accrual entries. Some accruals will be made as recurring entries.

Accruals to consider:

1. Monthly interest earned on checking accounts, certificates of deposits, apportionments and allocations from state & federal funding not received by end of year, etc.
2. Recurring expenses, including employee vacation accrual, prepaid corporate insurance, depreciation, health benefits, etc.

IX. Bank Account Reconciliations

1. All bank statements are given unopened to the Accountant. The Accountant reviews the statements for unusual balances and/or transactions and for timely reconciliation completes: a comparison of dates and amounts of deposits as shown in the accounting system and on the statement, a comparison of inter-account transfers, an investigation of any rejected items, a comparison of cleared checks with the accounting record including amount, payee, and sequential check numbers.
2. The Accountant will verify that voided checks, if returned, are appropriately defaced and filed.
3. The Accountant will investigate, void and reissue any checks that are outstanding over six months.
4. The Accountant will attach the completed bank reconciliation to the applicable bank statement, along with all documentation.
5. The reconciliation report will be reviewed, approved, dated, and initialed by the Business Manager and School Director.

X. Petty Cash Fund

Petty cash funds are maintained by the organization. The funds are to be used for miscellaneous or unexpected purchases and the same approval procedures apply as mentioned in the cash disbursement section.

1. The petty cash fund will not exceed \$100 for receptionist(s) and \$750 for the Aftercare Program and is kept in a locked file cabinet.
2. The Accountant oversees the petty cash fund.
3. All disbursements made from petty cash are acknowledged in writing by the receiving party.
4. Once a month a petty cash reconciliation report is submitted to the Accounting Technician. The Accounting Technician verifies all receipts and cash balance. All receipts are processed through payables to replenish the petty cash.
5. No checks will be cashed by the petty cash fund.

XI. Property and Equipment

Property and equipment includes items such as:

1. Office furniture and equipment
2. Computer hardware
3. Computer software
4. Building & Land improvements

It is the organization's policy to capitalize all items which have a unit cost up to and greater than five thousand dollars (\$5,000). Items purchased with a value or cost less than five thousand dollars (\$5,000) will be expensed in the period purchased.

The depreciation period for capitalized assets is as follows:

Computer Hardware	36 months
Office Equipment	60 months
Office Furniture	60 months
Computer Software	36 months
Building improvements	10 years

1. A Fixed Asset Log is maintained by the Accounting Technician and Business Manager including date of purchase, asset description, purchase/donation information, cost/fair market value, donor/funding source, identification number, life of asset.
2. The Log will be reviewed by the Business Manager.
3. Annually, a physical inspection and inventory will be taken of all fixed assets and reconciled to the general ledger balances.
4. The Business Manager shall be informed in writing of any change in status or condition of any property or equipment.
5. Depreciation is recorded at least annually. Depreciation is computed using the straight-line method over the estimated useful lives of the related assets. Any impaired assets discovered during the inventory will be written down to their actual value.

XII. Personnel Records

1. All personnel files contain the following documents: an application and/or resume, date of employment, position and pay rate, authorization of payroll deductions, W-4 withholding authorization, termination data where applicable, a signed confidentiality agreement, a signed acknowledgement of receipt of Personnel Policies, an emergency contact form, and other forms as deemed appropriate by the Business Manager.
2. All employees will fill out an I-9 form and submit the allowable forms of identification to the Business Manager.
3. The completed I-9 forms will be kept in a secure location separate from the personnel files.
4. All personnel files are to be kept in a secure, locked file cabinet and accessed only by authorized personnel.

XIII. Payroll Processing

1. Timesheets are to be provided to all staff on the approved form and submitted **monthly on the date emailed out each month**. Exceptions to the submittal date may occur and will be communicated accordingly.
2. Timesheets are to be kept on a daily basis and completed in ink – unless prepared electronically.
3. Any corrections to timesheets are to be made by making a single line through the error and writing in the correction. Correction fluid and/or tape are not allowable.
4. Timesheets are to be signed and dated by the employee by the date due for submission to the Accounting Technician.
5. Any changes to the standing information of the payroll register from the prior period including addition of new employees, deletion of employees, or changes in base pay rate must be accompanied by an Employee Change Form and signed by the Business Manager before the change can be made.
6. The Accounting Technician will input payroll in a timely manner and record sick time and any other information deemed necessary to properly reflect time worked or sick time taken.
7. The Business Manager will review timesheets and payroll entry then submit them to the School Director for approval before processing payroll.
8. Paychecks will be direct deposited, mailed or distributed by the Accounting Technician on the last day of each month. If the last day of the month falls on a weekend or holiday the paychecks will be distributed the day before.
9. If the employee requests that his/her check be turned over to a third party, the request must be made in writing prior to distribution.
10. Employees may choose direct deposit to a designated bank account. Their paycheck is deposited directly into the designated account on the payroll date. The employee will receive a verification stub.
11. The Business Manager will review payroll expenditures and allocations monthly.
12. All quarterly federal and state payroll reports will be prepared and filed appropriately.
13. All W-2 statements are issued to employees prior to January 31st of the following year for the prior calendar year.

XIV. End of Month and Fiscal Year-End Close

1. The Business Manager will review and sign off on all month- and year-end journal entries. They will be printed and filed for audit trail purposes.
2. At the end of each month and fiscal year end, the Business Manager will review all balance sheet accounts including verification of the following balances: cash accounts match the bank reconciliations, fixed assets accounts reflect all purchases, write-downs and retirements, accounts receivable and payable accounts match outstanding amounts due and owed.
3. The income and expense accounts review will include reconciliation to amounts received and expended and verification that payroll expenses match the payroll reports including federal and state payroll tax filings.
4. Once the final monthly and fiscal year-end financial statements are run, reviewed, and approved by the Business Manager and School Director, no more entries or adjustments will be made into that month or year's ledgers.
5. At the end of the fiscal year, an outside CPA will prepare the annual Return for Organization Exempt from Income Tax (IRS Form 990). The return will be presented to the School Director, Business Manager, and the Board Chair for their review and approval. The Business Manager will then file the return with the Internal Revenue Service by the annual deadline.
6. All other appropriate government filings including those required by the state tax board and attorney general's office will be completed and filed with the appropriate agency.

XV. Financial Reports

The Accountant will prepare the monthly and annual financial reports for distribution to the Business Manager. The reports will include: balance sheet, statement of income and expenses, budget versus actual report for each program which has an established budget, a budget versus actual report for the organization, accounts receivable aging, accounts payable register and aging, cash flow projection, expenditure report and any other requested reports.

Periodic and annual financial reports will be submitted to the Board of Directors for review and approval.

XVI. Fiscal Policy Statements

1. All cash accounts (except petty cash) owned by Nevada City School of the Arts will be held in financial institutions which are insured by the FDIC. No bank account will carry a balance over the FDIC insured amount.
2. All capital expenditures which are up to and exceed **five thousand dollars (\$5,000)** will be capitalized.
3. Employee or public personal checks will not be cashed through the petty cash fund.
4. No salary advances will be made under without prior approval from the School Director.
5. No travel cash advances will be made except under special conditions and pre-approved by the School Director.
6. Reimbursements will be paid upon complete expense reporting and approval using the official Nevada City School of the Arts form. Reimbursements to the School Director will be authorized by the Business Manager.
7. Any donated item with a value exceeding **(\$50)** will be recorded and a letter acknowledging the donation will be sent to the donor within **two weeks** of the receipt of the donation.
8. The School Director, Business Manager and Assistant Director are the signatories on Nevada City School of the Arts' bank accounts. Disbursements exceeding \$1,000 require a second signature by an authorized signer. Checks up to and over **\$50,000** require approval from the Board of Directors if not already an approved budgeted expense.
9. Bank statements will be reconciled monthly. All bank statements and reconciliations will be given to the Business Manager for review.
10. Correction fluid and/or tape will never be used in preparing timesheets or any accounting documents.
11. Accounting and personnel records will be kept in locked file cabinets in the finance office and only parties with financial and/or HR responsibility will have access to the keys.

Nevada City School of the Arts' End Policies

Nevada City School of the Arts exists so that students, families, staff and the greater community have:

-  an arts-based choice for elementary education.
-  an educational institution that facilitates academic, artistic, and social- emotional achievement.
-  a collaborator and contributor to the greater community.
-  safe, respectful, and equitable conditions for learning and working.



School Director FYI Report September 28, 2017

This report details highlights of the month, operational achievements and items that the Board may like to know and helps to satisfy compliance with our B-6 Communication to the Board policy as well as indicates progress toward our Ends. It is organized by the following:

1. Relevant financial information.
2. School level issues that help the board see the big picture.
3. Public events (activities and gatherings both on and off premises) of a nature that may affect the perception of the School in the community.
4. Internal and external changes like significant modifications to the normal pattern of school business.
5. Progress towards Ends Policies

Plaudits

- ✚ Brittani - for really embracing Positive Discipline and for clarifying YBN expectations. Thank you :)
- ✚ Angie - for your enthusiasm and excitement for helping other teachers.
- ✚ Becca, Linda and Holly - you are the gatekeepers, the welcomers and you do amazing work with our littlest littles and their families.
- ✚ Robin - for lending me that incredibly cool book on evolution and creation stories - I love that you share these stories with the students!
- ✚ Lori, Ben and Lisa - your enthusiasm for math is contagious - thank you for being willing to bring meaningful ideas to the rest of the staff at the next math meeting (in place of the staff meeting in October :).
- ✚ Gary - for digging in to OG!
- ✚ Middle team - for holding it all together at the Upper Campus - you guys are all amazing and such a strong team.
- ✚ Also to Lisa - wow - what a terrific start! You are brand new and doing a terrific job so far.
- ✚ And finally, to the Sped team - Molly, Patti, Ania, Eleanor, Katie and Itzia - your devotion to those who struggle is remarkable. Thank you for supporting the kids and the teachers.

Financial Information

- ✚ AGC is off to a good start - \$40,000 pledged as of Friday.
- ✚ Melissa has almost finished the actuals for the year – We are looking pretty good with a possible surplus.

School Wide Issues

- ✚ Nothing to report thus far

Events

- ✚ AMOT is March 16th at the Foundry – please note that is a Friday. We could not secure the foundry for a Saturday.

Significant Changes

- ✚ Nothing to report really other than that we are at 414 students which is excellent!

Facilities

- ✚ Eli is on board to help project manage all major construction projects. His first PM job is working with our new Energy Consultant - Sebastian St. John.
- ✚ Sebastian started Friday and has already been able to contribute his expertise in getting the air handlers in Building 9 to work and start circulating air to the business office. It is not heated but at least it is fresh and a good start for his first day. I spoke with him about what I think our plans are for Building 4 (see below). We discussed mini-splits in bldg. 4 as a heating and cooling strategy and he thought that was sound, practical and likely to work well.

An arts-based choice for elementary education.

- ✚ Andrea Conte is working hard to write a comprehensive curriculum guide for Arts Integration in all main lesson subjects.

An educational institution that facilitates academic, artistic, and social-emotional achievement.

- ✚ Teachers have been trained in the following areas:
 - Positive Discipline
 - Diversity and Cultural Awareness
 - Writing by Design (new writing curriculum)
 - Orten-Gillingham Spelling and Reading curriculum
- ✚ The next staff meeting will be led by Ben, Lisa and Lori to share “Math Mindset” techniques they learned from their recent offsite training.
- ✚ Teachers have shifted an emphasis on using PD to work with students and are refraining from writing students negative YBNs.

A collaborator and contributor to the greater community.

- ✚ Met with Richard Baker and Susie Richards regarding our future facility use. They have counseled us on using Building 4 for artist space rather than 9, due to the accessibility issues that 9 has. Building 4 also would be easier to renovate room by room as tenants’ sign leases.

A safe, respectful, and equitable environment for learning and working.

- ✚ The playground is almost ready to use. Jeff Purcell and Geoff Cosica are re-building the tree house so it meets code.
- ✚ I have been to all 5th-8th grade classrooms to discuss our policy on Sexual Harassment, Bullying and Discrimination.
- ✚ I have led two assemblies this month – both focusing on Compassion. Next month we will begin Dignity.
- ✚ Mindfulness teaching has begun in all classrooms.
- ✚ Discipline is going well.
- ✚ I read an interesting article on Teacher Planning Time and read a survey about leadership that I think might be useful for my staff treatment report - <https://x78251kcpll2l2t9e46kf96a-wpengine.netdna-ssl.com/wp-content/uploads/2014/01/CoP.AdminSurvey.2014.pdf>

Nevada City School of the Arts

Building 9 Scope of Work

September 2017

Provided by:

Sabastian St John
St John Consulting

Provided to:

NC School of the Arts
13032 Bitney Springs Rd
Nevada City, CA

I propose the following scope of work based on my site visit September 18, 2017. My rate is \$85/hour.

1. Investigate the unoccupied building load.

It came up during the site visit that there was a 19 kW load at start up when Building 9 was unoccupied. Preliminary calculations suggest this will result in a significant expense for this building and, therefore, the load should be investigated and a strategy for mitigation developed.

2. Inventory existing lighting and HVAC equipment in Building 9. Create system diagrams for the existing HVAC systems.

My sense of things from our discussion before the building walk through is that your budget for building renovation is somewhat limited. It would be prudent to inventory what you already have and get an estimate of how much of it is still usable. System diagrams show schematically how the HVAC systems are configured. They are very valuable in determining how the systems would work in their current configuration and what opportunities may exist for improvement. Similarly, a lighting inventory and diagrams will provide valuable information for implementing a lighting upgrade.

3. Develop a plan for making the buildings habitable with as much existing equipment as is beneficial.

Judiciously reusing the existing equipment will lower your initial costs. A projection can be made comparing the benefit of upgrading at this point versus waiting until later or, if your budget allows, investing the additional upgrade costs into additional solar capacity. If you reuse the equipment, there may be an opportunity to receive PG&E incentive rebates when you do upgrade. The rebate possibility will require some discussion with PG&E to explore the expected useful life for retained equipment.

4. Identify improvements to implement during the building rehabilitation work.

Cost effective improvements should be implemented when the building rehab work is being done. Likewise, there may be opportunities that are too expensive to implement after the work is done that could be implemented during the rehab if the budget allows.

5. After the buildings are in use, set goals for future energy use; develop energy efficiency measures, and savings and cost projections.

Once the building is inhabited and there is data showing energy consumption and patterns, the systems can be optimized in accordance with your actual use and your goals and budget.

6. Implement the energy efficiency measures and desired improvements.

After identifying and analyzing the various opportunities, projects can be implemented in a prioritized fashion. My role in this stage would be to help develop requests for proposals from contractors, and ensure that the contractor project submittals follow the specifications in the request

for proposals and capture the desired outcome of the project. Making site visits during construction will help ensure that the project is going as designed. Verifying the equipment functions properly after installation is an important step to achieve the design goals. Without knowledge of what the projects will be, it is impossible to know what the time requirements would be.

7. Measure and verify the project outcome.

Measurement and verification (M&V) is a requirement for some PG&E incentive rebate programs. It is always a good idea to measure the performance of the completed energy efficiency measures anyway because it will verify whether or not the project design goals have been met. Often times this process will reveal things that need to be corrected in order to get the desired outcome.

Estimation of Hours:

Scope of Work Item	Estimated Time
1. Investigate Building 9 Unoccupied Electrical Load	60 hours
2. Existing Equipment Inventory & System Diagrams	40 hours
3. Develop Plan for Making Building Habitable	10 to 20 hours
4. Identify Opportunities Requiring Implementation During Rehab	16 hours
5. Set Goals for Energy Use; Develop Measures, Savings, and Costs	30 hours
6. Implementation of Improvements and Measures	Undefined - TBD
7. Measurement and Verification of Implemented Measures	30 hours

Total: Approx. 195 hours

This agreement may be revised by mutual consent.

Either party may terminate this agreement without obligation beyond work already completed.

Sabastian St John
St John Consulting
530-292-3455
StJohnConsulting@yahoo.com

Nevada City School of the Arts
School Director's Monitoring Report

Executive Limitations Policy: **B6 – Communication to the Board**

Charter Governance Council Meeting: **September 28, 2017**

I report compliance with all parts of this policy.

Unless indicated otherwise all data in this report is for the 12 month period ending June 30, 2017 and is accurate as of that date.

I certify that the information contained in this report and attachments is true.

Signed _____, School Director

The School Director shall not cause or allow the Board to be uninformed or unsupported in its work.

Interpretation:

In the context of this policy, the SD is responsible for ensuring that the Board has sufficient information to make Board decisions; logistical and administrative support is dealt with in policy B7 – Board Logistical Support.

Operational Definitions:

- a. The Board has fully defined this policy in the sub-policies below. Please look there for further definitions.

Data:

- a. See data for each sub-policy.

B6.1 The SD will not submit monitoring reports that are untimely, inaccurate, or hard to understand.

Interpretation:

The SD will submit monitoring reports to the Board according to the schedule defined in the Board Annual Calendar. These reports will be written in such a way that the Board can easily determine whether or not the SD/School is in compliance with the policy. Board acceptance of these reports will indicate that the Board agrees the reports are **accurate and understandable.**

Operational Definitions:

- a. Compliance will be determined using the Monitoring Summary Table maintained by the Board Secretary for the D4 – Monitoring SD Performance policy.

Data:

- a. See Monitoring Summary Table below. *Note that we have not had a full year cycle so some report dates are in the future.*

Policy	Date
Ends Reports	*6/21/2018
B-1 – Financial Condition and Activities	2/10/2017
B-2 – Planning and Financial Budgeting	6/9/2017
B-3 – Asset Protection	*10/26/2017
B-4 – Treatment of Parents and Students	4/28/2017
B-5 – Staff Treatment and Compensation	3/30/2017
B-6 – Communication to the Board	9/28/2017
B-7 – Board Logistical Support	9/28/2017
B-8 – Emergency School Director Succession	9/28/2017

B6.2 Report any actual or anticipated noncompliance with any policy of the Board in an untimely manner.

Interpretation:

The SD is responsible for ensuring compliance with Board policies, as defined by SD operational interpretations, at all times. The Board will be informed of any actual or anticipated noncompliance items in writing at the first Board meeting following the SD’s awareness of noncompliance.

Operational Definitions:

- a. The monthly update report will include notices of anticipated and actual non-compliance as needed.
- b. Regular monitoring reports will include notice of actual non-compliance as needed.
- c. In the case of a serious actual or anticipated non-compliant issue, the SD will inform the Board President immediately.

Data:

- a. Non-compliance issues noted in monthly updates: None so far
- b. Non-compliance issues noted in regular monitoring reports

Date	Policy	Non-compliance issue
2/10/2017	B1.3	Debt service ratio
2/10/2017	B1.4	Employee did not receive check
2/10/2017	B1.6	Lease not negotiated (Ian)
2/10/2017	B1.7	Use tax remitted after deadline
3/30/2017	B5.d	Mandated training not completed
3/30/2017	B5.1.c	Updated board complaint process
6/9/2017	B2.1	Deficite 1% over acceptable
6/9/2017	B2.1 (d)	Began new program

- c. Serious non-compliance issues noted immediately to Board President: None

B6.3 Allow the Board to be unaware of relevant trends, public events of the school, or internal and external changes which may affect Board policy.

Interpretation:

The SD is responsible for ensuring that the Board has all the information it needs in order to make good decisions. This information is primarily about long-term, big-picture or high-impact information rather than the day-to-day details. Examples of significant operational changes might include major shifts in enrollment, changes which materially affect staff/students, and community members’ perception of the School. The SD is responsible for providing enough notice of such possible operational changes both to ensure that the Board is informed and so that the Board has time to consider whether to weigh in with changes to Board policy.

Because the typical annual reporting schedule of an executive limitations policy does not always adequately meet the needs of the Board in receiving timely information, the SD shall provide monthly communications to the Board in the form of an update report.

Operational Definitions:

- a. Regular monitoring reports will include historical and/or trend information when that information is available and possibly useful to the board.
- b. The School’s annual plan (LCAP) or SD monthly update report will include information about possible significant operational changes in advance of those changes.
- c. The SD will provide a monthly written update report in support of this B6 policy including:
 - 1. Relevant financial information.
 - 2. School level issues that help the board see the big picture.
 - 3. Public events (activities and gatherings both on and off premises) of a nature that may affect the perception of the School in the community.
 - 4. Internal and external changes like significant modifications to the normal pattern of school business.
 - 5. In the case of confidential matters, the SD will report/counsel on these in Closed Session rather than in the written monthly report.
 - 6. In those cases when the Board needs to be informed about matters of a more urgent nature, the SD will contact the Board President or the entire board directly.

Data:

- a. Monitoring reports containing historical and/or trend information

Report	Date
B1—Financial Conditions	2/10/2017
B2 – Financial Planning	*5/31/2018
B3—Asset Protection	*10/26/2017

B4—Parents and Students	4/28/2017
B5— Staff Treatment	3/30/2017

- a. The School Annual Plan (LCAP) submitted to the Board on 5/11/2017 included no significant changes.
- b. During the reporting period, the SD submitted to the Board every month a written communication in support of the B6 policy. These reports included:
 - o Financial performance
 - Actual performance compared to the budget.
 - Significant financial trends
 - o School level issues (e.g., *legal updates, community concerns*) were reported.
 - o Significant changes to the normal pattern of business (e.g., enrollment drop, attendance)
 - o Progress toward meeting the Ends Policies
- c. Closed Session (confidential) reports

Meeting Date	Topic
8/11/2016	Purchase of property
8/19/2016	Purchase of property
9/19/2016	Purchase of property
9/23/2016	Mater Plan/Purchase of Property
10/21/2016	Property
12/18/2016	Property/Lease
1/13/2017	Property/Lease
2/10/2017	Property/Lease
3/30/2017	Property/Lease
4/9/2017	Property/Lease
6/9/2017	Student Discipline
6/9/2017	Letter of Demand/Playground
6/9/2017	Property/Lease
6/9/2017	Director Evaluation

- d. SD communication to the Board President and/or entire Board

Date	Topic
8/19/17	Lawsuit/Release of Claims

B6.4 The SD will not withhold her opinion if she believes the Board is not in compliance with its own policies on Governance Process and Board-Management Delegation, particularly in the case of Board behavior that is detrimental to the work relationship between the Board and the SD.

Interpretation:

The SD is obligated to inform the board if, in his or her opinion, the board is not acting in accordance with its board policies.

Operational Definitions:

- a. The SD update report included in the monthly Board meeting packet will include, as needed, notes about the SD's opinion concerning Board behavior.

Data:

- a. I have not seen any action on the part of the board or individuals. I do see the need for board orientation and history so individual members fully understand their role as a board member with respect to the staff and community.

B6.5 Deal with the Board in a way that favors or privileges certain Board members over others except when responding to officers or committees duly charged by the Board.

Interpretation:

The SD is responsible for helping the Board maintain its commitment to holism as expressed in Board policy D1 – Unity of Control. I recognize that only the Board as a whole has any authority, though I can interact with any director in any way I choose as long as I do not give that director any decision-making authority and as long as that director does not receive any benefit that is not accorded to all directors.

Operational Definitions:

- a. Compliance determined by directors reporting to the SD, or board president, who then informs the SD, of an out of compliance situation.

Data:

- a. No out of compliance situations reported.

B6.6 Fail to supply for the Board’s consent agenda all decisions delegated to the SD yet required by law, regulation, or contract to be Board-approved.

Interpretation:

By using a consent agenda, the board “officially performs a ritual approval of actions for which it has already assigned authority to the [SD]. Thus, the outside authority is obeyed, but governance and management are not compromised.” (“Boards Should Have Their Own Voice,” pg 140, in *John Carver on Board Leadership*.)

Operational Definitions:

- a. Each year, the SD will provide all school policies for approval by the board, a requirement of law.
- b. Other items requiring board approval to satisfy the requirements of banks, insurance carriers, retirement plans, etc, will be presented to the board as needed.

Data:

- a. This month, the board’s consent agenda included approval of updated school policies. Copies of these were presented to the board as part of the meeting packet and placed in their individual board binders.
- b. At no other time since last report did the SD make a decision that was required by law, regulation, or contract, to be board approved.

Nevada City School of the Arts
School Director's Monitoring Report

Executive Limitations Policy: B-7 **Board Logistical Support**

Board of Directors Meeting: **September 23, 2017**

Policy: B7 –Board Logistical Support

I report compliance with all parts of this policy except B7.2, B7.3, and B7.4.

Unless indicated otherwise all data in this report is for the 12 month period ending June 30, 2018 and is accurate as of that date.

I certify that the information contained in this report and attachments is true.

Signed _____, School Director

Attachment: None

B7 The SD must not allow the Council to have inadequate logistical support.

Interpretation:

The SD is responsible for providing administrative support to the Board so that directors can focus on their governance role rather than on all the administrative work that keeps any good team functioning. Maintaining support will be the responsibility of the SD even if further delegation occurs.

Operational Definitions:

- a. The Board has fully defined this policy in the sub-policies below. Please look there for further definitions.

Data:

- a. See data for each sub-policy.

B7.1 The SD will not provide the Board with insufficient staff administration to support governance activities and Board communication.

Interpretation:

The SD is responsible for ensuring that one co-op employee is designated as a Board Administrator. Though this employee will serve the needs of the board, he or she will always be supervised solely by the SD and may have other duties beyond board support.

Operational Definitions:

- a. One co-op employee will act as Board Administrator.
- b. The Board President and Secretary will affirm that administrative support is sufficient.

Data:

- a. *Toni Holman* has served as the Board Administrator throughout this reporting period.
- b. Results of questionnaire given to Board President and Secretary on September 21, 2017. A “yes” response means that the work was done adequately; a “no” response means the work was not done adequately. Compliance is achieved when both president and secretary answer “yes” to all items.

Board Administrator job duties and responsibilities for “sufficient governance support”	Board Pres	Board Secretary
Administrative support provided to Board President and Secretary on Board related matters (including research and correspondence)	YES	YES
Materials coordinated and disseminated for the Board so it is prepared for meetings and retreats.	YES	YES
Draft meeting minutes provided	YES	YES
Logistics arranged for board meetings, retreats and Annual Meeting	YES	YES
Nominations and election process coordinated as directed.	YES	YES
Board calendar, task lists and other organizing tools maintained as needed	YES	YES
Information located and compiled for Board as requested	YES	YES
Reports and correspondence composed for Board as requested	YES	YES
Board records and archives maintained, including approved minutes, Bylaws and affected documents	YES	YES
Overall performance is supportive of Board activities	YES	YES

B7.2 The SD will not Allow the Board to be without a workable mechanism for official board, officer or committee communications.

Interpretation:

The Board needs both a way to communicate internally (between directors) and externally (between the board and the members and/or community). A “workable mechanism” is easy to use and gets the job done. For internal communications, this policy refers to the distribution of the board meeting packet and a central and easily accessible storage area for those packets. For external communications, it refers to publishing board-approved articles.

Operational Definitions:

- a. The monthly board meeting packet will be available 4 days before each board meeting – hard copy at the receptionist’s desk and online through the board page of the school’s web site.
- b. Past meeting packets are available at the board web page.
- c. Board articles will be published in the newsletter and/or on the website when written or authorized by the board president.

Data:

- a. **Non-Compliant** During this reporting period, all meeting packets were available 4 days before each meeting with the exception of August 30, 2017 which happened at the first week of school and caught me off guard.
- b. The board area of the school’s Dropbox contains meeting packets dated September 8, 2006 (when the board began using electronic documents) through September 23, 2017.
- c. Published Board Information _

d. Canvas		e. WebSite	
Date	Subject	Date	Subject
May 3, 17, 31, 2017	Elections	9/22/17	Meeting Dates posted
May 17, 2017	LCAP meeting		
9/27/17	Meeting Dates		

B7.3 The SD will not Allow Board Members to be without an updated copy of the Policy Register and the Bylaws.

Interpretation:

No further interpretation.

Operational Definitions:

- a. New directors will receive a board notebook containing a paper copy of the current Policy Register and Bylaws before their first official board meeting. Due to change in
- b. All directors will receive a paper copy of any revised policies in the next meeting packet following approval of the revision.
- c. The most current Policy Register and Bylaws will be posted on the co-op website.

Data:

- a. Directors who joined the board this year

Director	1 st official meeting	Date of receipt of board notebook
Brook McGee	8/31/17	9/28/17
Leah DeLira	8/31/17	9/28/17
Archna Sharma	8/31/17	9/28/17* resigning

- b. Updated policies provided in meeting packets

Policy	Revision Date
Ends	3/30/17* was not officially approved. Minutes say next meeting, but was not on the agenda. Put on Consent Agenda for 9/28/17
B-1 – Financial Condition and Activities	2/10/17
B-2 – Planning and Financial Budgeting	6/9/17
B-5 – Staff Treatment and Compensation	3/30/17
B-4 – Treatment of Parents and Students	4/28/17

- c. On the board page of the school’s website you will find the Policy Register (rev. 11/22/16), the Bylaws (rev. 1/13/17) and the Ends Policies (rev. 6/5/17)

B7.4 The SD will not provide inadequate information and notice to members concerning Board actions, meetings, activities and events.

Interpretation:

School members should have easy access, through multiple sources, to information about their elected board.

Operational Definitions:

- a. Names and contact information of all current directors will be posted on the bulletin board in the entryway foyer and on the board page of our web site.
- b. Notice of all board meetings will be posted on the bulletin board, on the web page and in the monthly newsletter. Since meetings are not on the same Thursday every month, we will list them on the web-site and bulletin boards. The newsletter will list them all once at the beginning of the year and show meeting dates in the coming events section as a regular reminder.
- c. A copy of the Policy Register will be kept in a “Governance Binder” at the Member Services desk and on the web page.
- d. Copies of approved board meeting minutes will be kept in the Governance Binder and on the web page.
- e. The agenda for the upcoming board meeting will be posted on the web page and in the Governance Binder the same day the meeting packets are distributed to directors.
- f. Notice of board elections will be posted on the bulletin board, on the web page and in the newsletter beginning 2 months before the election.

Data:

Most recent updates:

	Web Page	Bulletin Board	Newsletter	Governance Binder
a. Director names and contact information	9/22/17 – currently only the chairman is listed.	9/28/17	NA	9/28/17
b. Board Meeting Notice	perennial	perennial	perennial	NA
c. Policy Register	9/28/17	NA	NA	9/28/17
d. Approved Minutes	8/31/17	NA	NA	8/31/17
e. Board Meeting Agenda	8/25/17	8/25/17	NA	8/25/17
f. Board Election Notice	No documentation showing this – we will now	No documentation showing this – we will now	May 3, 2017 through May 31, 2017	NA

Nevada City School of the Arts
School Director's Monitoring Report

Executive Limitations Policy: Policy: **B8–Emergency School Director Succession**

Charter Governance Council Meeting: **September 28, 2017**

I report compliance with all parts of this policy.

Unless indicated otherwise all data in this report is for the 12 month period ending **June 30, 2018 and will be accurate as of that date.**

I certify that the information contained in this report and attachments is true.

Signed _____, School Director

Attachment: Advisory Committee Statement of Confidence (approve in October).

To protect the school from sudden loss of School Director services, the School Director must not have less than one other staff person sufficiently familiar with Council and School Director issues and processes to enable her/him to take over with reasonable proficiency as an interim successor.

Interpretation:

To mitigate the risk of disruption of operations that could arise should the School Director be unexpectedly unable to perform her duties, the SD will designate and train primary successors who are familiar with SD issues and the SD/Board relationship, and who can keep the school running smoothly until the Board chooses another SD.

Operational Definitions:

- a. The SD will identify interim designated school directors (DSD).
- b. The DSDs will receive training on basic SD/Board functionality.
- c. The DSDs will attend at least two board meetings per year.
- d. The DSDs will participate in writing at least one monitoring report per year, beginning this year.
- e. The DSDs will conduct at least one staff meeting per year in a leadership capacity.
- f. The Advisory Committee will agree that the DSDs are qualified to assume responsibility for the full operation of the school if called upon. Next Advisory meeting is October 2, 2017.**

Data:

- a. In the September 2017 report, the SD notified the Board that *Melissa Brokenshire, and Angie Maxson, are the DSDs.*

b. Training on SD/Board functionality – DSDs will prepare a written statement explaining they are prepared and ready to step in for the SD if needed. They will also participate in yearly Brown Act training.

c. Board meetings which *Angie* will attended

Date
10/26/17
3/22/17

d. Monitoring reports Melissa Brokenshire participated in writing

Date	Report
11/16/2017	B1—Financial Condition
*5/31/2018	B2 – Financial Planning

e. Staff meetings *Angie Maxson* will lead: *TBD*



Toni Holman <secretary@ncsota.org>

Fwd: CGC Resignation

Begin forwarded message:

From: Archna Sharma <sitarachand9@gmail.com>
Date: September 17, 2017 at 4:42:34 PM PDT
To: Holly Pettitt <director@ncsota.org>, Chris Maher <chris@briarpatch.coop>
Subject: CGC Resignation

Dear
Holly and Chris,

I am writing with regret to inform you that I will have to resign from my position on the governance council. I am deeply sorry for making this commitment without having a handle on the new ventures in my life. When contemplating the acceptance of this position last school year, I should have imagined the impact that the absence of my time would have on my family. I was also seeking employment, as you know. I do understand that the other members of the board have full-time commitments to other areas of their lives, but my family has been dependent on my absolute attention for the past fifteen years; the simple idea of 'mom working' has been a bit of a shock to my little ones. I have been wrestling with a bundle of nerves for the past few weeks but have just decided to accept the full-time position which I was hopeful for.

I am afraid that I will not be able to fulfill the time commitment nor the integral attention that the council deserves. Please understand that I am writing with a heavy-heart as I have great respect for the members involved in NCSA's success.

I am grateful for your attention.

With
sincere apologies,
Archna