

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

Thursday, December 14, 2023

13032 Bitney Springs Rd, Building 8 (Staff Room), Nevada City, California

Call Order: 5:00 p.m.

Roll Call:

Public Forum: *Members of the public who wish to comment during the Board meeting will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time.*

Plaudits:

Action Items

1. Approve Agenda

Consent Agenda

2. Approve November 16, 2023 Minutes - *See attached*

Reports

3. Director's FYI Report – Holly Pettitt – *See attached*
4. Board and Committee Reports
 - a. Nomination & Recruitment
 - b. Finance

Discussion Items

5. Discuss 2024-25 Calendar, Fall Break - see attached

Action Items

6. Approved 2024-25 School Calendar Break Dates
7. Approve Extension Request for 2022-23 Audited Actuals
8. Approved Revised Policies:
 - a. 201 Parent & Family Engagement Policy
 - b. 205 Student Success Team Policy
 - c. 301 Enrollment Policy
 - d. 304 Educational Records & Student Information Policy
 - e. 306 Free & Reduced-Priced Meals Policy
 - f. 308 Student Wellness Policy
 - g. 311 Suicide Prevention Policy
 - h. 313 Cell Phones & Other Electronic Signaling Devices Policy
 - i. 314 Section 504 - Policy, Procedures, & Parent Rights
 - j. 315 Special Education Policy
 - k. 331 Student Attendance Review Board Policy
 - l. 332 Income Eligibility Form Entry Policy
 - m. 340 Civil Rights Complaints Policy & Procedure
 - n. 341 Alternative Format
 - o. 608 Accounting Policies & Procedures
 - p. 609 Fixed Assets Policy & Procedure
 - q. 610 Purchasing Policies

Adjournment 6:30 p.m.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on NCSA's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (530) 273-7736. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

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

Thursday, November 16, 2023

13032 Bitney Springs Rd, Building 3 (Director's Office), Nevada City, California

Call Order: 5:04 p.m.

Roll Call: LeeAnne Haglund, Lauren Hesterman, Meshawn Simmons, Jaylee McGregor, Trisha Zakon, Jon Lefebber, Abby Oas, Andrew Todd and Qayyuma Didomenico

Guests: Holly Pettitt, and Melissa Brokenshire

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

Plaudits: As detailed in directors FYI report. Additionally, Emma Olafsson for getting through the week with all the absent staff members.

Action Items

1. Approve Agenda
Motion: Lauren Hesterman 2nd: Jaylee McGregor
Unanimous assent

Consent Agenda

2. Approve October 26, 2023 Minutes
Motion: Trisha Zakon 2nd: Qayyuma Didomenico
Unanimous assent

Reports

3. Director's FYI Report – Holly Pettitt
4. Board and Committee Reports
 - a. Nomination & Recruitment
 - b. Finance

Discussion Items

5. Discuss Forest Management Plan, Facilities Plan and Solar Project Annual Update

Action Items

6. Approve 2023-24 Comprehensive Safety Plan
Motion: Abby Oas 2nd: Meshawn Simmons
Unanimous assent
7. Approve Opening a Savings Accounts for Raven Springs & NCSA
Motion: Andrew Todd 2nd: Trisha Zakon
Unanimous assent
8. Approve B-3 Asset Protection Monitoring Report
Motion: Lauren Hesterman 2nd: John Lefebber
Unanimous assent
9. Approve B-1 Financial Conditions Monitoring Report (23/24 1st Interim)
Motion: Qayyuma Didomenico 2nd: Jaylee McGregor
Unanimous assent
10. Approve 2023-24 1st Interim Budget (Raven Springs & NCSA)
Motion: Meshawn Simmons 2nd: John Lefebber
Unanimous assent

Adjournment 5:57 p.m.

Submitted by: Abby Oas, Board Secretary

11/16/23

Approved by the NCSA Charter Council

LeeAnne Haglund, Board Chair

Date

Abby Oas, Board Secretary

Date



Director FYI Report

December 14, 2023

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 and LCAP

Plaudits

■

Financial Information

- Still receiving unfortunate information regarding budget cuts for 24-25. Melissa and I are working on how/which cuts are necessary and will inform the board with specifics after the Governor's budget update in January.

Facilities Update

B2

- The fire alarm went off on 11/9/23 at 1:38 am. The cause of the alarm was a fire pull at the band room. When the fire department arrived, they found the alarm panel was showing no fault. Joseph investigated with Everguard. The most likely reason for the alarm is that there was a communication error when our fire drill happened the afternoon before; when communication was restored, the panel reported what was in the buffer, and the fire department was called. Building three did not have this error, as it's a newer panel that recognized the reset and cleared the buffer.

B3

- The thermostat in the South wing has been adjusted to help the TK classrooms be a bit cooler.
- The water fountain in the hall has had the filter replaced.

B8

- Water filters at the drinking fountains have been replaced as needed.
- Transfer switch for generator still pending.
- A pressure regulator on the water line malfunctioned, causing low water pressure to the building. This has caused some unfortunate issues with the toilets not flushing properly. The replacement part is on order and should arrive by 12/8 or the Monday after. Ian and Al are confident they can replace the part with minimal interruption.

B9

- The kitchen oven has been installed and converted to propane.
- The exhaust hood has been updated to fit the requirements of the new stove.
- The TLC class gate has been made more secure by adding two gate forks.
- Gold Country Soccer has reserved time in the gym. The days are on the calendar.
- Elevator service noted that the phone is not working. Joseph has filed a ticket.

Overall

- Air filters are being replaced on schedule.
- Solar update from CalSolar - The SMA engineer from Germany, who visited the site with our commercial foreman, suggested that the AC voltage from the utility was too high for the affected inverter, which had the longest AC line of the three. They suggested using a lower tap on the transformer next to the arrays. Our technicians completed this work on Nov. 21, and I have been checking the system monitoring each day since. Thankfully, there have been no issues with the inverter since the adjustments were made. We will continue to monitor the site closely but feel confident that the issue has been resolved.
- Our five-year fire sprinkler inspection is scheduled for winter break. All parties that have a hand in the inspection have been notified. Renters and Staff will be notified as well.
- Bids were received for repair to the blacktop around the south end of DS Welding in building six.

School Wide Issues

- As you are aware, I have been communicating with everyone regarding the student who made threats of harm. I will provide an additional update at the next meeting.

Events

- The Winter Swap was a success - more from Trisha on that.
- Next big event is the Readathon in January.

Arts Based Choice for Education

- Nothing new to report

Academic, Arts & Social Emotional Achievement

- We have hired another Registered Behavior Therapist (RBT) to help support the TLC and Lower Campus students. He begins this week..

Safe, Respectful and Equitable Conditions for Learning and Working

- We have an Equity Team! This group will be working on creating a specific curriculum to bring to students in 4th-8th grades about racism. Our hope is to teach this curriculum to each of the grades and then provide it for the teachers to use going forward. The curriculum will be based on the book, "This Book is Antiracist" by Tiffany Jewel.
<https://www.amazon.com/This-Book-Anti-Racist-lessons-action/dp/0711245215>
- Calendar - we surveyed the community - only 119 responded but the results were 52%/48%. Now it is up to you. Either we stick with November break, or we move to October to align with the county and avoid a lot of Independent Studies.

Contributor and Collaborator to the Greater Community

- Shelley Covert has given her approval for us to work with the Inter Tribal Council on Culturally Informed Burns. We have a meeting Monday the 11th to begin this work.

Nevada City School of the Arts

Budget vs. Actuals: 2023-24 - 1st Interim Budget - FY24 P&L Classes

July 2023 - June 2024

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Income				
8000 Revenue - State	1,171,339.00	5,069,054.72	-3,897,715.72	23.11 %
8100 Federal Revenue	976,539.60	1,317,540.54	-341,000.94	74.12 %
8300 Other State Revenues	766,980.31	2,137,003.11	-1,370,022.80	35.89 %
8600 Other Local Revenue	368,615.54	611,181.08	-242,565.54	60.31 %
Unapplied Cash Payment Revenue	-477.50		-477.50	
Uncategorized Revenue		200,000.00	-200,000.00	
Total Income	\$3,282,996.95	\$9,334,779.45	\$ -6,051,782.50	35.17 %
GROSS PROFIT	\$3,282,996.95	\$9,334,779.45	\$ -6,051,782.50	35.17 %
Expenses				
1000 Certificated Salaries	765,419.97	2,255,605.30	-1,490,185.33	33.93 %
2000 Classified Salaries	712,030.11	2,057,105.95	-1,345,075.84	34.61 %
3000 Employee Benefits	380,319.27	1,198,705.01	-818,385.74	31.73 %
4000 Books & Supplies	363,268.46	644,734.35	-281,465.89	56.34 %
5000 Services & Other Operating Expenses	1,292,688.92	2,676,750.00	-1,384,061.08	48.29 %
7000 Other Outflows	333.76		333.76	
Unapplied Cash Bill Payment Expenditure	0.00		0.00	
Total Expenses	\$3,514,060.49	\$8,832,900.61	\$ -5,318,840.12	39.78 %
NET OPERATING INCOME	\$ -231,063.54	\$501,878.84	\$ -732,942.38	-46.04 %
NET INCOME	\$ -231,063.54	\$501,878.84	\$ -732,942.38	-46.04 %

Raven Springs LLC

Budget vs. Actuals: 1st Interim Budget_FY24_P&L - FY24 P&L

July 2023 - June 2024

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Income				
8650 Leases & Rentals				
8650-01 Building 1	12,936.00	25,872.00	-12,936.00	50.00 %
8650-05 Building 5	24,720.00	59,328.00	-34,608.00	41.67 %
8650-06 Building 6	19,096.20	45,830.88	-26,734.68	41.67 %
8650-11 Cell Tower Lease	16,015.13	43,106.64	-27,091.51	37.15 %
8650-12 Building 12	4,800.00	9,600.00	-4,800.00	50.00 %
8650-13 Bldg 13 Lease - Cottage		0.00	0.00	
8650-9A Building 9 - Suite A	3,150.00		3,150.00	
8650-9B Building 9 - Suite B		9,750.00	-9,750.00	
8650-9C Curious Forge Lease	15,041.58	30,894.30	-15,852.72	48.69 %
8650-9S Cosmic Shark Lease	2,160.00	4,320.00	-2,160.00	50.00 %
8650-9T Building 9 - Storage	2,230.00	4,210.00	-1,980.00	52.97 %
8650-9W Building 9 - Suite 225	568.50	568.50	0.00	100.00 %
8650-9Y Building 9 - Suite 214	600.00	1,200.00	-600.00	50.00 %
8650-GM Building 9 - Gym		1,000.00	-1,000.00	
8650-JPA JPA Office Rental		12,600.00	-12,600.00	
8650-NC NCSOTA Lease	299,375.00	718,500.00	-419,125.00	41.67 %
Total 8650 Leases & Rentals	400,692.41	966,780.32	-566,087.91	41.45 %
Unapplied Cash Payment Income	-19,668.94		-19,668.94	
Total Income	\$381,023.47	\$966,780.32	\$ -585,756.85	39.41 %
GROSS PROFIT	\$381,023.47	\$966,780.32	\$ -585,756.85	39.41 %
Expenses				
4000 Business Supplies & Materials				
4300 Supplies & Materials				
4330 Office Supplies		100.00	-100.00	
4352 Maintenance Supplies	8,312.61	14,158.77	-5,846.16	58.71 %
4352-01 Water Treatment Supplies	1,979.60	5,000.00	-3,020.40	39.59 %
Total 4352 Maintenance Supplies	10,292.21	19,158.77	-8,866.56	53.72 %
Total 4300 Supplies & Materials	10,292.21	19,258.77	-8,966.56	53.44 %
Total 4000 Business Supplies & Materials	10,292.21	19,258.77	-8,966.56	53.44 %
5000 Services & Other Operating Expenses				
5400 Insurance	52,682.90	126,439.00	-73,756.10	41.67 %
5500 Operations & Housekeeping				
5510 Utilities - Gas & Electric				
5510-04 Bldg #4	2,607.23	5,300.00	-2,692.77	49.19 %
5510-07 Bldg #7	1,820.55	2,780.00	-959.45	65.49 %
5510-09 Bldg #9	22,722.17	62,000.00	-39,277.83	36.65 %
5510-10 Bldg #10	195.32	500.00	-304.68	39.06 %
5510-11 Bldg #11	4,533.54	13,600.00	-9,066.46	33.33 %
5510-14 Bldg #14	3,277.63	8,500.00	-5,222.37	38.56 %
Total 5510 Utilities - Gas & Electric	35,156.44	92,680.00	-57,523.56	37.93 %

Raven Springs LLC

Budget vs. Actuals: 1st Interim Budget_FY24_P&L - FY24 P&L

July 2023 - June 2024

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
5515 Landscaping	25,265.00	48,384.00	-23,119.00	52.22 %
5520 Security - Gray Electric	3,300.00	10,000.00	-6,700.00	33.00 %
5530 Utilities - Water	10,448.06	28,305.00	-17,856.94	36.91 %
Total 5500 Operations & Housekeeping	74,169.50	179,369.00	-105,199.50	41.35 %
5600 Rentals, Leases & Repairs				
5615 Repairs & Maintenance - Building	52,020.37	51,000.00	1,020.37	102.00 %
5618 Repairs & Maintenance - Auto		2,000.00	-2,000.00	
5618-01 Property Vehicles - Gas	4,449.02	8,500.00	-4,050.98	52.34 %
5631 Rental, Leases & Repairs	2,669.00	4,595.00	-1,926.00	58.08 %
Total 5600 Rentals, Leases & Repairs	59,138.39	66,095.00	-6,956.61	89.47 %
5800 Other Services & Operating Expenses	87,892.44	175,785.00	-87,892.56	50.00 %
5804 Property Taxes	12,535.76	31,689.00	-19,153.24	39.56 %
5809 Bank Charges & Fees	372.25	1,580.00	-1,207.75	23.56 %
5811 Melio Credit card fee	30.00		30.00	
5812 QuickBooks Payments Fees	148.91		148.91	
5848 Licenses & Other Fees	16,370.77	16,728.00	-357.23	97.86 %
Total 5800 Other Services & Operating Expenses	117,350.13	225,782.00	-108,431.87	51.97 %
5910 Utilities - Phone/Internet	3,407.48	7,760.00	-4,352.52	43.91 %
5910-01 Bldg #1	-900.00		-900.00	
5910-07 Bldg #7	207.05		207.05	
5910-09 Bldg #9	-794.30		-794.30	
Total 5910 Utilities - Phone/Internet	1,920.23	7,760.00	-5,839.77	24.75 %
Total 5000 Services & Other Operating Expenses	305,261.15	605,445.00	-300,183.85	50.42 %
7438 Debt Service				
7438-01 Interest for land	49,900.13	100,200.00	-50,299.87	49.80 %
Total 7438 Debt Service	49,900.13	100,200.00	-50,299.87	49.80 %
Unapplied Cash Bill Payment Expense	0.00		0.00	
Total Expenses	\$365,453.49	\$724,903.77	\$ -359,450.28	50.41 %
NET OPERATING INCOME	\$15,569.98	\$241,876.55	\$ -226,306.57	6.44 %
NET INCOME	\$15,569.98	\$241,876.55	\$ -226,306.57	6.44 %

Nevada City School of the Arts | 2024-25 CALENDAR

4 Independence Day	JULY 2024							JANUARY 2025							1-3 Winter Break
	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	6 No School: Teacher Day
		1	2	3	4	5	6				H	B	B	4	20 M.L. King Jr. Day
	7	8	9	10	11	12	13	5	T	7	8	9	10	11	31 Last Day of 1 st Semester
	14	15	16	17	18	19	20	12	13	14	15	16	17	18	18/1/4
	21	22	23	24	25	26	27	19	H	21	22	23	24	25	
	28	29	30	31				26	27	28	29	30	31		
15-20 No School: Teacher Day	AUGUST 2024							FEBRUARY 2025							17 Presidents /Frederick Douglass Birthday
21 First Day of School	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	28 No School: Teacher Day
8/4/4					1	2	3							1	18/1/3
	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
	11	12	13	14	T	T	17	9	10	11	12	13	14	15	
	18	T	T	21	22	23	24	16	H	18	19	20	21	22	
	25	26	27	28	29	30	31	23	24	25	26	27	T		
2 Labor Day	SEPTEMBER 2024							MARCH 2025							11-13 Conferences
27 No School: Teacher Day	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	21 No School: ER Day
19/1/3	1	H	3	4	5	6	7							1	24-28 Spring Break
	8	9	10	11	12	13	14	2	3	4	5	6	7	8	31 No School: ER Day
	15	16	17	18	19	20	21	9	10	11	12	13	14	15	15/1/5
	22	23	24	25	26	T	28	16	17	18	19	20	ER	22	
	29	30						23	B	B	B	B	B	29	
								30	T						
14 Indigenous Peoples Day	OCTOBER 2024							APRIL 2025							21/0/4
15-18 Fall Break	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
31 Halloween			1	2	3	4	5			1	2	3	4	5	
18/0/3	6	7	8	9	10	11	12	6	7	8	9	10	11	12	
	13	H	B	B	B	B	19	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	20	21	22	23	24	25	26	
	27	28	29	30	31			27	28	29	30				
1 No School: Teacher Day	NOVEMBER 2024							MAY 2025							19/1/3
5-7 Conferences	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
11 Veterans Day						T	2					1	T	3	2 No School: Teacher Day
27-29 November Break	3	4	5	6	7	8	9	4	5	6	7	8	9	10	15 Portfolio Night
16/1/6	10	H	12	13	14	15	16	11	12	13	14	15	16	17	21-22 Showcase
	17	18	19	20	21	22	23	18	19	20	21	22	ER	24	23 No School: ER Day
	24	25	26	B	H	H	30	25	H	27	28	29	30	31	26 Memorial Day
23-31 Winter Break	DECEMBER 2024							JUNE 2025							8/1/3
15/0/3	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	11 Last Day of School
	8	9	10	11	12	13	14	8	9	10	11	T	13	14	12 Teacher Day (closing)
	15	16	17	18	19	20	21	15	16	17	18	H	20	21	19 Juneteenth
	22	B	B	H	B	B	28	22	23	24	25	26	27	28	
	29	B	B					29	30						



SCOTT W. LAY, SUPERINTENDENT

380 Crown Point Circle
Grass Valley, CA 95945
530-478-6400 · fax 530-478-6410

December 11, 2023

Nevada City School of the Arts
13032 Bitney Springs Rd.
Nevada City, CA 95959

CDS No. 29-10298, Charter No. 0869

RE: 2022-23 Audit Deadline Extension Request - APPROVED

Nevada County Superintendent of Schools as your charter school authorizing agency and in accordance with Education Codes 41020.2, hereby grants your request to extend the December 15, 2023, audit deadline for the completion and submission of the 2022-23 fiscal year audit report. The new extended deadline is January 31, 2024.

We will notify the State Controller's Office (SCO), California Department of Education (CDE) of this extension.

Sincerely,

Darlene Waddle
Chief Business Official

SENT VIA EMAIL:

SCO (leaaudits@sco.ca.gov)

CDE (leaudits@cde.ca.gov)

Christy White (along@christywhite.com)



PARENT AND FAMILY ENGAGEMENT POLICY

Nevada City School of the Arts ("NCSOTA" or "Charter School") has developed a written Parent and Family Engagement Policy ("Policy") with input from Title I parents and families. NCSOTA has distributed the Policy to parents of Title I students by copies available in the Business Office, posted on the school website, emailed to parents through Parent Square and will be printed and provided in Beginning of the Year (BOY) packets handed out at the beginning of the school year. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

NCSOTA Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, NCSOTA has established the following practices:

1. NCSOTA involves parents and family members in the joint development of the Charter School's Parent and Family Engagement Plan by soliciting feedback through the following:
 - Annual staff, parent and student surveys
 - Parent Advisory Groups held once a month
 - Suggestion boxes at each campus
 - Annual LCAP meeting in the Spring
 - Annual Title I meeting in the Spring (Food, Feedback and Fun Event)
 - Director Note sent weekly on Sunday's
 - Monthly Notes from teachers sent ~~every Monday~~ once a month
2. NCSOTA provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
 - NCSA staff work collaboratively with administrators to plan and implement parent and family engagement activities. Activities include Back to School Night, Portfolio Night, Parent-Teacher Conferences, Parent Advisory Group meetings and many more events throughout the school year. In addition, NCSA offers Positive Discipline classes and groups to parents.
3. NCSOTA coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - The Title I programs work in conjunction with special education programs
 - SRSA/REAP Grant is utilized to support Title I programs
4. NCSOTA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - An Annual Title I meeting is held to review available funds and expenses associated with providing the Title I programs. Local assessment data and Dashboard data is shared and discussed to review student achievement data and the effectiveness of the Title programs.



5. NCSOTA conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - A flexible number of meetings will be held at various times based on parent need and will include child care
 - Feedback through each meeting will provide the school with helpful suggestions to promote flexible meetings and how we can make those available to parents
6. NCSOTA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers. 20 U.S.C. 6318(a)(2)(D)(ii)
 - Annual Parent Surveys
 - Annual Student Surveys
 - PAG (Parent Advisory Group) Meetings
 - Annual Title Meetings
7. NCSOTA conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions. 20 U.S.C. 6318(a)(2)(D)(iii)
 - Annual Parent Surveys
 - Annual Student Surveys
 - Annual Title I Food, Feedback & Fun Event
 - Annual LCAP Meeting
8. NCSOTA uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy. 20 U.S.C. 6318(a)(2)(E).
 - Ends Policies guide our strategies for more effective parental and family engagement
 - Monthly Board meetings are used to evaluate strategies
 - Staff Advisory meetings are held once a month to review all strategies
9. NCSOTA involves parents in the activities of the Charter School to adequately represent the needs of the population. 20 U.S.C. 6318(a)(2)(F).
 - Class plays and school events have been created to be culturally inclusive
 - Events and meetings are provided at various times to be accessible

Involvement of Parents in the Title I Program

To involve parents in the Title I program at NCSOTA, the following practices have been established:



1. NCSOTA convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. 20 U.S.C. 6318(c)(1)
 - Annual Notices are sent out in the Beginning of the Year packets
 - At Back to School Night we provide information about Title Programs
 - Socially economically disadvantaged families are notified that they qualify for Title programs when identified for free/reduced lunch program
2. NCSOTA offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. 20 U.S.C. § 6318(c)(2)
 - A flexible number of meetings will be held at various times based on parent need and will include child care
3. NCSOTA involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy. 20 U.S.C. § 6318(c)(3)
 - PAG (Parent Advisory Group) meetings are held to review or improve Title I programs and policies
 - Food, Feedback & Fun is an annual event held to review, plan and improve Title I programs through suggestions and feedback
4. NCSOTA provides parents of Title I students with timely information about Title I programs. 20 U.S.C. § 6318(c)(4)(A)
 - Beginning of the Year packets
 - Back to School Night
 - Annual Notices to qualifying families
 - Directors Notes are sent out every Sunday with updates
5. NCSOTA provides parents of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet. 20 U.S.C. § 6318(c)(4)(B)
 - NCSA's SARC is posted on the school website
 - ~~New~~ Prospective Parent Information meetings are held several times a year
 - Back to School Night presentations
 - Annual LCAP Meetings include overall CAASPP results
 - Director FYI reports are submitted to the board with assessment updates
6. If requested by parents of Title I students, NCSOTA provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children 20 U.S.C. § 6318(c)(4)(C)
 - Through formal parent-teacher conferences
 - Informal requests by parents are also accommodated
 - PAG (Parent Advisory Group) meets monthly
 - Back to School Night
 - Food, Feedback and Fun Event



The Policy must be updated periodically to meet changing needs of parents and the Charter School. If NCSOTA has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

NCSOTA distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students. 20 U.S.C. § 6318(d)

- NCSOTA's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

NCSA met with parents through PAG (Parent Advisory Group) to provide a draft school-parent compact with requests for feedback. This compact will also be provided at the Food, Feedback & Fun event to discuss and review with parents.

Building Capacity for Involvement

NCSOTA engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, NCSOTA has established the following practices.

1. NCSOTA provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - Annual LCAP Meeting provides CAASPP scores
 - Progress reports are sent out twice a year for each student
 - ParentVUE is an online portal for parents to view student progress
 - Director sends our weekly notes ~~the that~~ include State Standards requirements, testing and best ways to support their children



2. NCSOTA provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - Training to enhance parents' abilities to support and assist their children's education may include: Family fun nights, Positive Discipline trainings, Social Media videos
3. With the assistance of Title I parents, NCSOTA educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - Monday-Monthly notes are sent weekly to parents by teachers
 - A staff advisory group is held to communicate parent needs and ways to engage
 - Multiple family events are held that involve staff and families to foster engagement
4. NCSOTA coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - Positive Discipline classes are offered throughout the school year
5. NCSOTA distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

Accessibility

NCSOTA provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by:

- Requesting copies of information or school reports in a language or format needed to serve these barriers that the school will provide to families in need.



STUDENT SUCCESS TEAM POLICY

The Governance Council of Nevada City School of the Arts (“NCSOTA” or the “Charter School”) recognizes there are students who may need additional support within the classroom both academically and behaviorally. Before determining a student’s eligibility for special education services, teachers shall make best use of available resources within the general education classroom context. A Student Success Team (“SST”) process is utilized, to the maximum extent feasible under applicable state and federal law and this Policy. The SST process utilizes a team of school staff dedicated to identifying and supporting students who exhibit academic or behavioral problems by providing early systematic assistance to students and connecting them to appropriate interventions and supports through the regular instructional setting. The SST process shall be utilized as the first approach to address a student’s specific needs and prior to escalating the referral for formal assessment for special education services.

The purpose of the SST is to discuss issues and concerns related to a student’s performance, identify intervention strategies which may help a student succeed, and monitor their progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all students. The SST may suggest and offer different supports that may include monitoring student progress, developing intervention plans, referring students to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

The SST referral process serves as a resource and first step before referring a student for formal assessment and eligibility for special education services. The SST may consist of all or some of the following individuals: the student’s teacher, parent, Director, School Counselor, Student Services Coordinator, School Psychologist, or designee.

An SST uses a systematic problem-solving approach to assist students with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student.

The SST process is a function of the general education program. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues. If a student is a foster youth, they will automatically qualify for an SST.

Any NCSOTA teacher or staff member who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with the student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies which have been used in the past. These people may include, but are not limited to, teachers, principals, parents/guardians, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.



The NCSOTA SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths of the student are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up meeting date is set

After implementation of an SST intervention plan and follow up meeting, if the student continues to exhibit academic and/or behavioral concerns and/or should the student need additional supports, the SST may discuss making revisions to the student's intervention plan and/or providing the student with additional supports, or if necessary, the SST may refer the student for assessment for special education services or a 504 evaluation.



ENROLLMENT POLICY

In accordance with California State Charter School Law (Sect. 47605), Nevada City School of the Arts (NCSA) uses predetermined 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 currently enrolled at Margaret G Scotten School****
6. Students who reside within the Grass Valley School District*****
7. Students who have remained on the Waitlist for 2 or more consecutive years*****
8. Residents of Nevada County*****
9. 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 Margaret G Scotten 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 school priority for admissions. Education Code Section 47605.3.*

***** *NCSA gives priority to students from the Grass Valley School District 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 school district priority for admissions. Education Code Section 47605.3.*

***** *NCSA gives priority to students that have applied and remained on the waitlist without being offered a spot for 2 or more consecutive years.*

***** *We must receive a Proof of Residency to be considered a Resident of Nevada County.*



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 in November and ends after the lottery. You must submit Proof of Residency in the form of a Utility Bill or Lease Agreement to your application. Closing of Open Enrollment will be announced a minimum of 14 days prior to the deadline to apply.

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. 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 – April-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 from acceptance.** 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/guardians 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 turn 5 years old between September 2nd and June 2nd of the school year they are applying for.

Waitlist Status

After completion of the lottery, all parents/guardian of students on the waitlist will receive an email informing them of their position on the waitlist. They will continue to receive email updates anytime their child moves on the waitlist.



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, unless they fall under Priority #6. 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 8th Grade will not be accepted after the third (3rd) Friday of September.
- Students who have left NCSA, and wish to return, will still be required to follow the standard order of priority as outlined above.

Parents must reapply every school year for the lottery. Waitlists DO NOT roll over.

Exit Policy:

1. We ask parents/guardians 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 the parent/guardian 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, they 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.



EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Charter Governance Council of Nevada City School of the Arts ("NCSOTA" or the "Charter School"), a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by NCSOTA.

I. DEFINITIONS

1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by NCSOTA or by a party acting for NCSOTA. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended; and/or
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records maintained by a law enforcement unit of NCSOTA that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by NCSOTA but not in attendance at NCSOTA, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;



- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at NCSOTA;
- e. Records that only contain information about an individual after he or she is no longer a student at NCSOTA; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. **Personally Identifiable Information**

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who NCSOTA reasonably believes knows the identity of the student to whom the education record relates.

3. **Directory Information**

NCSOTA may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of the annual notice provided by NCSOTA pursuant to the FERPA (20 U.S.C. § 1232g). NCSOTA has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Grade level



4. **Parent**

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. **Eligible Student**

Eligible student means a student who has reached eighteen (18) years of age.

6. **School Official**

A school official is a person employed by NCSOTA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter Governance Council of NCSOTA. A school official also may include a volunteer for NCSOTA or an independent contractor of NCSOTA or other party who performs an institutional service or function for which NCSOTA would otherwise use its own employees and who is under the direct control of NCSOTA with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

7. **Legitimate Educational Interest**

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. **DISCLOSURE OF DIRECTORY INFORMATION**

At the beginning of each school year, NCSOTA shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to require that NCSOTA not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify NCSOTA in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. NCSOTA will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

III. **ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS**

At the beginning of each school year, in addition to the notice required for directory information, NCSOTA shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:



1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by NCSOTA to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that NCSOTA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that NCSOTA forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. **PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS**

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the School Director. Within five (5) business days, NCSOTA shall comply with the request.

1. **Copies of Education Records**

NCSOTA will provide copies of requested documents within five (5) business days of a written request for copies. NCSOTA may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former pupils' records or (2) up to two verifications of various records of former pupils. The charge will not include a fee to search for or to retrieve the education records.



2. **Request for Amendment to Education Records**

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the School Director to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate.
- (2) Misleading.
- (3) In violation of the privacy rights of the student.

NCSOTA will respond within thirty (30) days of the receipt of the request to amend. NCSOTA's response will be in writing and if the request for amendment is denied, NCSOTA will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the School Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The School Director or designee must then inform the parent or eligible student of the amendment in writing.

3. **Hearing to Challenge Education Record**

If NCSOTA denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The School Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (1) The School Director of a public school other than the public school at which the record is on file;
- (2) A certificated employee; and
- (3) A parent appointed by the School Director or by the Charter Governance Council, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by NCSOTA to the parent or eligible student no later than twenty (20) days before the hearing.



The hearing will be conducted by the Director or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, NCSOTA's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, NCSOTA decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, NCSOTA decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of NCSOTA, or both. If NCSOTA places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

NCSOTA must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and NCSOTA shall provide him or her with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

NCSOTA will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. NCSOTA must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, NCSOTA will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that NCSOTA will not release information to third parties for immigration-enforcement purposes, except as required by



law or court order.

NCSOTA will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, NCSOTA will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. NCSOTA will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, NCSOTA will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for NCSOTA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts,



attendance, discipline, and online communication on platforms established by NCSOTA for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by NCSOTA; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by NCSOTA with respect to that alleged crime or offense. NCSOTA may disclose the final results of the disciplinary proceeding, regardless of whether NCSOTA concluded a violation was committed.

VI. **RECORD KEEPING REQUIREMENTS**

NCSOTA will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of NCSOTA in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of NCSOTA and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, NCSOTA officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, NCSOTA officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of NCSOTA

Student cumulative records may not be removed from the premises of NCSOTA, unless the individual removing the record has a legitimate educational interest, and is authorized by the Director, or by a majority of a quorum of the Charter Governance Council at a duly agendized meeting. Employees who remove student cumulative records or other student records from the NCSOTA premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. **COMPLAINTS**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by NCSOTA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:



Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

VIII. **RECORD RETENTION**

NCSOTA complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations sections 432 and 437, per the following:

Mandatory Permanent Pupil Records: must be maintained indefinitely. These records are defined as:

- Legal name of pupil
- Date of birth
- Method of verification of birth date
- Sex of pupil
- Place of birth
- Name and address of parent of minor pupil
 - (1) Address of minor pupil if different than above
 - (2) An annual verification of the name and address of the parent and the residence of the pupil
- Entering and leaving date of each school year and for any summer session or other extra session
- Subjects taken during each year, half year, summer session or quarter
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

Mandatory Interim Pupil Records: must be maintained until their usefulness ceases and may be destroyed after three (3) years following the pupil's completion or withdrawal from school. These records are defined as:

- A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.



- Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Language training records
- Progress slips and/or notices
- Parental restrictions regarding access to directory information or related stipulations.
- Parental or adult pupil rejoinders to challenged records and to disciplinary action
- Parental authorizations or prohibitions of pupil participation in specific programs
- Results of standardized tests administered within the preceding three years

Permitted Records: must be maintained until their usefulness ceases and may be destroyed after six (6) months following the pupil's completion or withdrawal from school. These records are defined as:

- Objective counselor and/or teacher ratings
- Standardized test results older than three years
- Routine discipline data
- Verified reports of relevant behavioral patterns
- All disciplinary notices
- Attendance records not covered in the 5 CCR § 400



REQUEST FOR STUDENT'S CUMULATIVE RECORDS AND SSID #

<u>Student's Name(s)</u>	<u>Birthdate</u>	<u>Grade</u>	<u>Start Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Previous School Attended: _____

Mailing Address _____

City _____ State _____ Zip _____

The above named student(s) has/have enrolled in the Nevada City School of the Arts. I give my permission to forward the original California State cumulative records or copy of same, test date, psychological and health records, and my pertinent data regarding my child. (Note: The State of California does not require a parent /guardian signature.)

Parent/Guardian Signature

Date

Requested by:

Enrollment Coordinator
Nevada City School of the Arts
(530) 273-7736 ext. 1003
FAX: 530-273-1378

Please mail student records to:

****Please Include
Student's SSID#**

Nevada City School of the Arts
13032 Bitney Springs Road
Nevada City, CA 95959
Attention: Student Records

Thank you for your assistance,

Enrollment

Date



FREE AND REDUCED-PRICE MEALS POLICY

The Nevada City School of the Arts (“NCSOTA” or the “Charter School”) Charter Governance Council (the “Board”) recognizes that adequate nutrition is essential to the development, health, and learning of all students. The School Director or designee shall facilitate and encourage the participation of students from low-income families in NCSOTA’s food service program.

NCSOTA shall provide at least ~~one~~two nutritionally adequate meals (breakfast ~~and~~or lunch) each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria.

Free and Reduced-Price Meals Application and Notification

The School Director or designee shall ensure that the application form for free and reduced-price meals and related materials include the following statements:

1. Applications for free and reduced-price meals may be submitted at any time during a school day.
2. Children participating in the federal National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

The application packet shall include the following notifications and information using simple and culturally appropriate language:

1. A notification that if a child qualifies for free school lunches, then the child may qualify for free or reduced-cost health coverage.
2. A request for the applicant’s consent for the child to participate in the Medi-Cal program, if eligible for free school lunches, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program.
3. A notification that NCSOTA will not forward the school lunch application to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program, without the consent of the child’s parent or guardian.
4. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon the consent of the child’s parent or guardian, NCSOTA will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.
5. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the



administration of the Medi-Cal program.

6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If NCSOTA elects to post its free and reduced-price meals application online, it will include the following:

1. Require completion of only those questions necessary for determining eligibility.
2. Include clear instructions for families that are homeless or migrant.
3. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application.
4. Comply with the privacy rights and disclosure protections.
5. Include links to all of the following:
 - (i) The online application to CalFresh.
 - (ii) The online single state application for health care.
 - (iii) The Internet Web page maintained by the State Department of Public Health entitled "About WIC and How to Apply," or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.
 - (iv) The Internet Web site of a summer lunch program authorized to participate within the city or school district.

Eligibility and ongoing eligibility shall be determined for the free and reduced-price meal program based on the criteria made available by the California Department of Education.

It is the policy of the Board that non-paying students shall not be shamed, treated differently, or served a meal that differs from the meal of a paying student. This Policy prohibits NCSOTA from disciplining a pupil which would result in the denial or delay of a nutritionally adequate meal to that pupil.

NCSOTA shall notify a parent/guardian of the negative balance of a pupil's school meal account no later than ten (10) days after the account has reached a negative balance. Before sending this notification to the parent/guardian, NCSOTA must exhaust all options and methods to directly certify the pupil for free or reduced-price meals. In the event that NCSOTA determines that a student who has accrued a negative balance would have been eligible for free or reduced-price school meals, NCSOTA shall credit such balance in accordance with this Policy. NCSOTA shall reimburse school meal fees paid by a pupil's parent/guardian in the event that the pupil is subsequently determined to have qualified for free or reduced price meals. In the event that NCSOTA is not able to directly certify the pupil, NCSOTA shall provide the parent or guardian with a paper copy of, or an electronic link to, an application with the notification and contact the parent or guardian to encourage application submission.

Confidentiality/Release of Records



All applications and records related to eligibility for the free and reduced-price meal program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meal program for the following purposes:

1. Disaggregation of academic achievement data
2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from NCSOTA to another charter school, district, county office of education program, or private school, the School Director or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The School Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled pupil for purposes related to program eligibility and data used in local control funding formula calculations.

The School Director or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The School Director or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.

The School Director or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any pupil, unless otherwise authorized by law.
2. The public release of information regarding individual pupil participation in a free or reduced-price meal program is not permitted.
3. All other confidentiality requirements imposed by law or regulation are met.



STUDENT WELLNESS POLICY

The Governance Council of Nevada City School of the Arts ("NCSOTA" or the "Charter School") is committed to the optimal development of every student. NCSOTA believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and whole grain products, is associated with lower grades among students. In addition, students who are physically active through recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines NCSOTA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in NCSOTA have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School campus—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after Charter School.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of NCSOTA in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in NCSOTA. Specific measurable goals and outcomes are identified within each section below.

I. Charter School Wellness Committee

Committee Role and Membership

NCSOTA will convene a representative Charter School Wellness Committee ("Well-Com"), or work within an existing school health committee, that meets at least four (4) times per year to establish



goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

The Well-Com membership will represent all grade/school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., Director, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators ("SNAP-EDEDSNAP-Ed"). To the extent possible, the Well-Com will include representatives from each school building and reflect the diversity of the community.

Leadership

The Director or designee(s) will convene the Well-Com and facilitate development of and updates to the Policy and will ensure each Charter School's compliance with the Policy.

Additionally, the designated official for oversight of the Well-Com is:

Andrea Maher
Food Services Coordinator
dre.maher@ncsota.org
(530) 273-7736 ext. 1017~~297~~

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II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

Using the steps outlined below, NCSOTA will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: www.ncsota.org

Recordkeeping

NCSOTA will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.



Annual Notification of Policy

NCSOTA will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. NCSOTA will make this information available via the Charter School website and/or Charter School-wide communications. NCSOTA will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

Triennial Progress Assessments

At least once every three years, NCSOTA will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:
Andrea Maher, Food Services Coordinator, dre.maher@ncsota.org / 530-273-7736 x 297

NCSOTA will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

NCSOTA will update or modify this Policy based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

NCSOTA is committed to being responsive to community input, which begins with awareness of the wellness policy. NCSOTA will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. NCSOTA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

NCSOTA will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, Parent Advisory Group meetings or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.



The Charter School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. NCSOTA will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. **Nutrition**

Charter School Meals

NCSOTA participates in USDA child nutrition programs, including the National School Lunch Program ("NSLP"), and the School Breakfast Program ("SBP"). The Charter School also operates additional nutrition-related programs and activities including Sierra Harvest's Farm-To-School education program which brings fresh, seasonal food from local and regional farms to classrooms. The Charter School is committed to offering school meals through the NSLP program, and other applicable Federal child nutrition programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (The Charter School offers reimbursable school meals that meet USDA nutrition standards).
- Promote food from local farms and producers.
- Support organic agriculture based on availability and affordability.
- Are free from potentially harmful additives and processes including: high fructose corn syrup, excessive salt, artificial colors/flavors, hydrogenated oils, genetic modifications.

Staff Qualifications and Professional Development

All Charter School nutrition staff will meet or exceed annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These Charter School nutrition personnel will refer to USDA's Professional Standards for Charter School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Students are allowed to bring and carry approved water bottles to school and can fill them at multiple drinking fountains that have water bottle filling options on them.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students on the Charter School campus during the school day support healthy eating. The foods and beverages sold and served outside of the Charter School meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These



standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the NCSOTA campus will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. NCSOTA will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. NCSOTA will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. NCSOTA will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Charter School's nutrition standards may be sold through fundraisers on the NCSOTA campus during the school day. NCSOTA will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

NCSOTA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.
- Participating in Sierra Harvest Farm-to-School programming, including: tastings of fresh, local, seasonal food; farm field trips; hands-on cooking lessons; donation-based plant start sales and garden cart produce.
- Establishing an instructional garden on campus to provide students with experiences in growing their food and eating fresh vegetables and fruits.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Food Services Coordinator reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

IV. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least



three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

Offering a variety of kinesthetic activities, including team, individual, and cooperative sports and games, as well as aesthetic movement forms. Students shall be given opportunities for these activities both during and after school including, but not limited to, recesses, movement classes, dance classes, interscholastic athletics, and physical activity clubs.

V. Other Activities that Promote Student Wellness

NCSOTA will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. NCSOTA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the Well-Com and/or parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

NCSOTA will continue and develop relationships with community partners (e.g., local non-profits, local farmers/producers, hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, NCSOTA will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help NCSOTA staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.



SUICIDE PREVENTION POLICY

The Governance Council of Nevada City School of the Arts (“NCSOTA” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Governance Council has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with NCSOTA and community stakeholders, NCSOTA school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating NCSOTA’s strategies for suicide prevention and intervention. NCSOTA must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, NCSOTA shall appoint an individual (or team) to serve as the suicide prevention point of contact for NCSOTA. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

NCSOTA, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered ~~under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide through CharterSAFE online training platform.~~ Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;



- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - Charter School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on NCSOTA guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on NCSOTA guidelines;
 - NCSOTA -approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - NCSOTA -approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services



Employees of NCSOTA must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Suicide Prevention Policy shall be prominently displayed on the NCSOTA Web page.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, NCSOTA along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with NCSOTA and is characterized by caring staff and harmonious interrelationships among students.

NCSOTA's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

NCSOTA's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding NCSOTA's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;



- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

NCSOTA will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. Intervention and Emergency Procedures

NCSOTA designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- School Counselor
- School Psychologist
- Director

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at NCSOTA or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;



- Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
 4. After a referral is made, NCSOTA shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, NCSOTA may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at NCSOTA.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the NCSOTA campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in NCSOTA's safety plan. After consultation with the Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. NCSOTA staff may receive assistance from NCSOTA counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the NCSOTA campus and unrelated to school activities, the Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like NCSOTA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis



Students shall be encouraged through the education program and in NCSOTA activities to notify a teacher, the Director, another NCSOTA administrator, psychologist, NCSOTA counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. NCSOTA staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. NCSOTA shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Director to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide



CELL PHONES AND OTHER ELECTRONIC SIGNALING DEVICES POLICY

The use of cell phones and other electronic signaling devices at school 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.

- Students are permitted to use personal electronic devices during the following times:
 - After 3:15 p.m. in the pick-up area ONLY in front of the Upper Campus. Students may not use phones at the lower campus or at after-care without specific permission and only to contact parents.
 - At sports activities, only with the permission of the coach, instructor or program director;
 - As directed to by a teacher or staff member at NCSA.
- The use of electronic devices for any purpose – including telephone calls, text messaging, checking social media, internet “hotspot”, and other functions – is not permitted at any other time on school grounds.
- Electronic devices must either be locked in the class lock box or left at home.*
- Each family will sign this agreement indicating which rule they will adhere to.

Consequences

- First offense:** If a student has their device on them or it makes any noise, the student’s device will be confiscated and returned only to the student’s parent or guardian. **BOTH** the student and parent/guardian will sign the Cell Phone/Electronic Signaling Device Policy again indicating that the student will leave their phone at home or place it in the lock box at school each day.
- Second Offense:** Student’s device will be confiscated and the student will be prohibited from bringing the device to school for the remainder of the school year. Meeting with student, parent and School Director required.
- Repeated Offenses:** Referral to school mental health counselor, Restorative Justice Circle, and/or they may be subject to additional disciplinary action, consistent with the *School Discipline Policy*.

I will:

- ☐ Leave phone at home ☐ I do not own a phone
☐ Lock it up at school*

Student Signature _____

Parent/Guardian Signature _____

Date _____

** Students who possess a cell phone or other electronic signaling device shall assume responsibility for its care in accordance with this Policy. At no time shall NCSOTA be responsible for preventing theft, loss or damage to cell phones or other electronic signaling devices brought onto campus.*

Commented [1]: You may want to include language that specifies cellular watches - They are electronic signaling devices.

Commented [2]: Changed digital to electronic for consistency

Commented [3]: Added asterisk. We have never assumed responsibility for phones. Update the clause, but I would not include language that makes us responsible because it leaves NCSA open to accusation. Boxes are not secured to a wall/desk so could be taken quite easily if the office is vacant.

Commented [4]: Add printed name line.

Commented [5]: unless locked in the school lock box. ?



First Offense:

I have read this policy and understand guidelines regarding cell phones and other electronic signaling devices.

Student Name _____ Grade _____

Student Signature _____ Date _____

Parent Name _____

Parent Signature _____ Date _____

Second Offense:

I have read this policy and understand that I am prohibited from bringing a device to school for the remainder of the school year.

Student Name _____ Grade _____

Student Signature _____ Date _____

Parent Name _____

Parent Signature _____ Date _____

Repeated Violation:

I understand that I may no longer bring a device to school for the balance of the school year **and that I may be** referred to a school mental health counselor, Restorative Justice Circle, and/or I may be subject to additional disciplinary action, consistent with the *School Discipline Policy*.

Student Name _____ Grade _____

Student Signature _____ Date _____

Parent Name _____

Parent Signature _____ Date _____



SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

A. SECTION 504 POLICY

The Charter Governance Council of the Nevada City School of the Arts ("NCSOTA" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of ~~her or his~~their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

NCSOTA's Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If NCSOTA does not assess a student after a parent has requested an assessment, NCSOTA shall provide notice of the parent's/guardian's procedural safeguards. NCSOTA shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall



be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. NCSOTA shall periodically review the student's progress and placement.

NCSOTA does not discriminate on the basis of disability or any other characteristic protected under law. NCSOTA will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by NCSOTA.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary;



hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The School Director shall serve as NCSOTA's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at 530-273-7736 x 1007208.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that ~~he or she has~~they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. NCSOTA will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. NCSOTA has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.



5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan



1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. NCSOTA shall immediately implement a student's prior 504 Plan, when a student enrolls at NCSOTA. Within thirty (30) days of starting school, NCSOTA shall schedule a 504 Team meeting to review the existing 504 Plan. NCSOTA shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.



D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Holly Pettitt
13032 Bitney Springs Road, Nevada City, CA 95959
530-273-7736 ~~x208-x 1007~~ / ~~director@ncsota.org~~ director@ncsota.org

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with NCSOTA or any district within the Grass Valley School District or the Nevada County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.



- The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, NCSOTA may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and NCSOTA. Alternative dispute resolution options include:
- Mediation by a neutral third party.
 - Review of the 504 Plan by the Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Director.
8. The parent/guardian and the School shall be afforded the rights to:
- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. NCSOTA shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities



NCSOTA shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 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. NCSOTA will follow 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 NCSOTA 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. 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 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. 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, NCSOTA, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that NCSOTA had not conducted such assessment



prior to such determination before the behavior that resulted in a change in placement;

- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and NCSOTA agree to a change of placement as part of the modification of the BIP.

If NCSOTA, the parent, and relevant members of the 504 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 504 Plan, then NCSOTA 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if NCSOTA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

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

4. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;



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

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated NCSOTA's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if NCSOTA had knowledge that the student had a disability before the behavior occurred.

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

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

If NCSOTA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

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

NCSOTA 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.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have NCSOTA advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have NCSOTA make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by NCSOTA.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from NCSOTA to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of



- your child. If NCSOTA refuses this request for amendment, NCSOTA shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with NCSOTA's Section 504 mediation grievance and hearing procedures, outlined above.
 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
 15. File a formal complaint pursuant to NCSOTA's Uniform Complaint Policy and Procedures. Please ask the Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from NCSOTA for exercising any of these rights.

Please contact Holly Pettitt, 504 Coordinator, c/o Nevada City School of the Arts, 13032 Bitney Springs Rd., Nevada City, CA 95959, 530-273-7736 with any questions regarding the information contained herein.



SPECIAL EDUCATION POLICY

The Governance Council of the Nevada City School of the Arts ("NCSOTA" or "Charter School") recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code section 56195.8.

Identification, Referral, and Evaluation for Special Education

NCSOTA shall follow applicable state and federal law and regulations and Special Education Local Plan Area ("SELPA") policy with respect to the identification, referral, and assessments of students for special education and related services.

Individualized Education Program ("IEP") Team Meetings

NCSOTA shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

NCSOTA shall also review, at the request of a student's general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The School Director, school psychologist, and Director of Special Education shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see www.ncsota.org or the business office for a copy of your procedural safeguards.

Nonpublic, Nonsectarian Services

NCSOTA may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at NCSOTA is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, NCSOTA shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

NCSOTA shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

NCSOTA shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

Commented [RAD1]: This policy is intended for Schools that act as their own LEA for special education services. When reviewing and revising this policy, we recommend working with your SELPA to finalize.

Once this Policy is reviewed and approved by the Board, we recommend including the adoption date within the header, above. When this Policy is reviewed and revised thereafter, we recommend including a revision date to assist with version control. Lastly, we recommend assigning a number to this Board Policy (example: Board Policy (BP) 23, Student Policy (SP) 14, etc.).

Commented [RAD2]: If the School wants to include the name of the specific SELPA to which you belong, you may insert that here.

Commented [RAD3]: See above comment. EC section 56195.8 does not require language regarding IEPs to be included in this policy. We included this brief language because it made sense in the chronology of sped events.

Commented [RAD4]: EC section 56195.8(b)(2) requires this language, as well as inclusion of the personnel who are responsible for the review and the timetable for completing it. Accordingly, please update to ensure the appropriate personnel for the review and timetable for your School. These are our suggestions

Commented [RAD5]: EC section 56195.8(b)(3) requires the policy to include "procedural safeguards pursuant to Chapter 5 (commencing with Section 56500)."

Because each SELPA is different, we included this language here and a reference to where parents can obtain the procedural safeguards, which we understand most schools use the SELPA-provided safeguards. However, the School also has the option to create your own safeguards; if you would like to explore that option, please let us know and we can assist.

Commented [RAD6]: EC section 56195.8(b)(a) requires the policy to include "nonpublic, nonsectarian services, including those provided pursuant to Sections 56365 and 56366." Because each SELPA is different, we included this language that the School would comply with the law and SELPA policies.

Commented [RAD7]: EC section 56195.8(b)(4) requires the policy to include "resource specialists pursuant to Section 56362" and "Caseloads pursuant to Chapter 4.45 (commencing with section 56440)" once the caseload regulations have been adopted. Accordingly this language is consistent with EC 56362



1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team;
2. Providing information and assistance to students with disabilities and their parents/guardians;
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members;
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program;
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team;
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life; and
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

NCSOTA's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization;
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing; and
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Director shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy.

No resource specialist shall have a caseload which exceeds 28 students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

Transportation

NCSOTA shall ensure appropriate, no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard

Commented [RAD8]: EC section 56195.8(b)(5) requires the Policy to include information about caseloads. We have included sample language to address this issue.

Commented [RAD9]: EC section 56195.8(b)(5) requires the Policy to include: "Transportation, where appropriate, which describes how special education transportation is coordinated with regular home-to-school transportation. The policy shall set forth criteria for meeting the transportation needs of special education pupils. The policy shall include procedures to ensure compatibility between mobile seating devices, when used, and the securement systems required by Federal Motor Vehicle Safety Standard No. 222 ([49 C.F.R. 571.222](#)) and to ensure that school bus drivers are trained in the proper installation of mobile seating devices in the securement systems."

Commented [RAD10]: We also advise that the School have a Transportation Safety Plan in place. If you would like assistance with this Policy, please let us know.

We also advise that you work closely with your insurance carrier to ensure that your policy is up to date and the School is complying with coverage requirements.



No. 222 (49 C.F.R. 571.222). NCSOTA shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers or persons training the dogs.

~~NCSOTA shall ensure that all school buses, school pupil activity buses, youth buses and child care motor vehicles are equipped with an operational child safety alert system. NCSOTA shall ensure that all buses are equipped with a passenger restraint system.~~

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Independent Educational Evaluations

A. IEE at Parent Expense

NCSOTA acknowledges that a parent/guardian has the right to obtain an independent educational evaluation(s) ("IEE") at their own expense at any time. In these circumstances, the Director or designee(s) shall ensure that the student's IEP team shall consider the results of the IEE when determining an offer of a free appropriate public education ("FAPE") for the student. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Director or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

1. The parent disagreed with NCSOTA's evaluation and NCSOTA received a request within a reasonable time after receipt of the results of the evaluation.
2. The parent timely and upon request provided NCSOTA with written consent to exchange information with the examiner.
3. The private evaluation meets all criteria contained in this policy

Commented [RAD11]: AB 1798 amended Vehicle Code section 27316 to require that, on or before **July 1, 2035**, all school buses in use in CA be equipped with a passenger restraint system.

This is some sample, broad language to meet the legal requirement, if the school is currently in compliance.

Commented [RAD12]: EC section 56195.8(b)(6) requires the policy to include "Information regarding the number of individuals with exceptional needs who are being provided special education and related services."

This is really more a requirement about state reporting, but we included some sample, broad language to meet the legal requirement.

Commented [RAD13]: This section is optional and may be revised and/or removed as desired. Please ensure this language aligns with any existing SELPA policies.



4. The parent timely provided a copy of the written evaluation report and all other documents\tests related to the report.
5. The examiner attends the relevant IEP team meeting by phone or in person to discuss his or her findings and provides protocols of all assessments to NCSOTA.

The reimbursement will be in an amount no greater than the actual cost to the parents. Parents may only be reimbursed for one (1) IEE for each assessment area or discipline with which they disagree.

In all cases, if NCSOTA initiates a due process hearing to show that NCSOTA's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

B. IEE at Public Expense

NCSOTA recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by NCSOTA within the last two (2) years. Parents may only receive one (1) IEE for each assessment area or discipline with which they disagree.

The Director or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, NCSOTA shall provide the parent/guardian with a copy of their Procedural Safeguards and, without unnecessary delay, either:

1. Initiate a due process hearing to show that the evaluation, completed by NCSOTA, is appropriate; or
2. Provide the parent/guardian with information about where an IEE may be obtained, the Charter School's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the NCSOTA grant the parent's request for an IEE, the Director or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that NCSOTA uses when it initiates an evaluation.
2. NCSOTA does not impose conditions or timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by NCSOTA. Parent has the right to choose the examiner.
4. If the original evaluation completed by NCSOTA included in-class observation of the student, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by NCSOTA.
6. The evaluator must prepare and sign a full evaluation report containing:
 - a. A list of all information/data reviewed.
 - b. A clear explanation of the testing and assessment results.
 - c. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and sub-test scores reported in standard, scaled or T-score format.

Commented [RAD14]: 34 CFR section 300.502 defines public expense as "the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent."

Commented [RAD15]: Your school may provide a list of recommended examiners to parent – this is often helpful to parents who may not be familiar with assessor in the area. However, parents are not restricted to the evaluators on the list and may choose any local evaluator who meets the minimum qualifications.



- d. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
- e. Recommendations for IEP team consideration for educational programming and, if appropriate, placement that is educationally relevant and realistic within a public educational setting.

The cost determination for an IEE shall be comparable to the costs incurred by NCSOTA when it uses its own employees or contractors to complete an assessment, whenever possible and shall reflect reasonable and customary rates for such services in the area. As a result, the Director or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated (*once every three (3) years*) and determined by averaging the cost of the following three assessors:

1. The cost of an assessment provided by a NCSOTA employee.
2. The cost of an assessment provided by a neighboring local educational agency.
3. The cost of an assessment provided by a private service provider, with appropriate qualification, within (*40 miles*) from the Charter School.

The Director or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's education need(s), justify a financial waiver of any for the cost as defined by NCSOTA.

The Director or designee(s) shall ensure a parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, NCSOTA recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy;
2. An increase in premiums or the discontinuance of the policy; or
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

Commented [RAD16]: This is not legally required language. Many schools choose to include this language to minimize costs. If you choose to seek insurance coverage for IEE, doing so should not infringe on any rights of the child or unnecessarily delay the evaluation.



STUDENT ATTENDANCE REVIEW BOARD (SARB) REFERRAL

1. Students can be referred to SARB for poor attendance.
2. The school is required to create support systems for the student to succeed prior to referring the student to SARB.
3. Absences
 - Five (5) or more absences will result in an initial email notifying parents that they are close to receiving an official 1st letter. The Attendance Review Team will email the teacher, families and director.
 - Exception – if a student had over 10 absences the year before, they will receive an email from the Attendance Review Team to review how we can support you at the beginning of the school year and only be allowed 3 unexcused absences before the 2nd letter is sent.
 - Eight (8) absences will result in a 1st letter, explaining the SARB Policy.
 - Eleven (11) absences will result in a 2nd letter. This letter will be sent via certified/return requested and regular mail and will be followed up with an immediate meeting with the school director.
 - Guardians will receive a reminder call about meeting with the School Director and Parent Resource Coordinator.
 - Twelve (12) or more absences may result in a 3rd letter along with a possible 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 5 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:
 - Child Protective Services
 - Children's Mental Health
 - Probation
 - California Welfare to Work
 - Nevada County Board of Education
 - District Attorney's Office
 - Public Defender's Office
5. Guardians are notified of the date and time of the hearing by a charter school representative sent to the guardian's home via certified mail, followed by an email and a phone call.
6. Guardians are required to attend the meeting.

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



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 verify supplemental/concentration funding through the Local Control Funding Formula (LCFF).

1. The ~~Attendance Coordinator~~Business Technician will download the application for free/reduced lunch from the CDE website. 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 an application for NCSA's lunch program and to also serve as documentation on income eligible families and to identify unduplicated pupils.
2. ~~Attendance Coordinator~~Business Technician shall gather all forms received and start entering new and changed forms into the ~~SIS and~~ Mosaic lunch program. This information will bridge to Synergy Student Information System (SIS) for accurate record keeping.
3. Entry of forms into the ~~SIS and~~ Mosaic lunch program:
 - ~~Attendance Coordinator~~Business Technician shall audit each form and enter into SIS for each student and verify whether the information is true and correct.
 - ~~Attendance Coordinator~~Business Technician shall sign and date form after review and entry into the Mosaic Lunch Software.
 - Business Manager or ~~Accountant designee~~ will do a second audit of forms to verify all information is correctly entered into both systems.
4. If there are forms that have not been turned in, the~~Attendance Coordinator~~Business Technician (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 or email 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~~Business Technician 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.
6. All verification and reporting shall be monitored and processed through the Mosaic Lunch program for compliance with USDA & NSLP program guidelines, including family income verification requirements.



CIVIL RIGHTS COMPLAINT POLICY & PROCEDURE

Civil Rights Overview

The SFA must include the most current version of the federal nondiscrimination statement in a prominent location in all public information releases, publications, and on posters concerning nutrition program activities, except menus. The current USDA Civil Rights statement can be found below:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.



Complaint Procedures

The civil rights coordinator for Nevada City School of the Arts is Melissa Brokenshire, Business Manager. Any person alleging discrimination based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation has the right to file a complaint within 180 days of the alleged discriminatory action. Under special circumstances this time limit may be extended. Program complaints may be filed in English, or in a language other than English. If language assistance or translation services are needed, translators shall be provided by the SFA.

At the SFA level, civil rights complaints received must be forwarded to the California Department of Education (CDE) or USDA. The civil rights coordinator should collect/transcribe a report of the complaint on to a log that must include, at a minimum, the following information:

- The name, address, and phone number or other means of contacting the complainant, such as an e-mail address (if not anonymous)
- The specific location and name of the entity delivering benefits
- The nature of the complaint or action that led to the charges being filed
- Whether an allegation is made verbally or in person

To file a program or Civil Rights complaint, please contact state agency listed below:

Child Nutrition Programs
Civil Rights and Program Complaint Coordinator
California Department of Education
Nutrition Services Division
1430 N Street, Room 4503
Sacramento, CA 95814-5901
or 800-952-5609

If the nature of the complaint alleges discrimination, the NSD recommends that the Civil Rights Coordinator at the SFA collect the following information and forward to USDA:

- The basis on which the complainant feels that discrimination occurred. In order to be considered a discrimination complaint, the complainant must feel discriminated against based on one or more of the protected classes
- The names, titles, and if known, addresses of persons who may have knowledge of the discriminatory action or situation
- The date(s) that the alleged discrimination occurred, or the duration of such action

The USDA will investigate and process complaints alleging discrimination. Forward all allegations of discrimination to the USDA National Office in Washington, D.C.:

USDA, Director, Office of Adjudication
1400 Independence Avenue, Southwest
Washington, D.C. 20250-9410
866-632-9992
Federal Relay Service 800-877-8339 (English)
or 800-845-6136 (Spanish)

Documents shall be retained for three years beyond the closure of the complaint.



Updated: 5/20/2022

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.



The Department of Health Care Services' (DHCS) requires Local Educational Agencies (LEAs), Local Educational Consortiums (LECs), and school-based Local Governmental Agencies (LGAs) to provide alternative format. The Alternative Format Request plan follows the guidance set forth by DHCS and is outlined below. Connotation to "School" means the Nevada City School of the Arts.

Purpose and Background	<p>The purpose of this Alternative Format Plan is to meet the needs of students and families as outlined under federal and state law, including the Americans with Disabilities Act (42 U.S.C. § 12101, et. seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)), discrimination against qualified members of the public participating in public programs based on disability is prohibited.</p> <p>Under federal and state law, which includes the Americans with Disabilities Act (42 U.S.C. § 12101, et. seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)), 20 USC Section 1474(e)(3)(B), discrimination against qualified members of the public participating in public programs based on disability is prohibited.</p> <p>Under Board Policy, the School prohibits unlawful discrimination, harassment, intimidation, and bullying of any student based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, gender non-conformance, or gender stereotyping; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.</p> <p>Under Board Policy, the School is committed to equal opportunity for all individuals in education. The School's programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.</p> <p>The school's programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing School's facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the School Director or designee shall develop a transition plan that sets forth the steps for completing the changes.</p> <p>The School Director or designee shall ensure the School provides appropriate auxiliary aids and services when necessary to afford individuals with</p>
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disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies, or other modifications to increase accessibility to the school website, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the school Director or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the school's response to complaints and for complying with state and federal civil rights laws is hereby designated as the School's ADA coordinator. They shall receive and address requests for accommodation submitted by individuals with disabilities and shall investigate and resolve complaints regarding their access to the school's programs, services, activities, or facilities.

Holly Pettitt
Nevada City School of the Arts
13032 Bitney Springs Rd.
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1312.3 Uniform Complaint Procedure
4030 Nondiscrimination in Employment
4031 Complaints Concerning Discrimination in Employment
4032 Reasonable Accommodations
4112.9/4212.9/4312.9 Employee Notifications
4119.11/4219.11/4319.11 Sexual Harassment
5124 Reporting to Parents/Guardians
5131.2 Bullying
5145.3 Nondiscrimination
5145.6 Notification to Parents and Students
5145.7 Sexual Harassment
5146 Married/Pregnant/Parenting Students
6164.4 Identification of Individuals with Exceptional Needs
6178 Career Technical Education 6200 Adult Education
9320 Meetings
9322 Agenda/Meeting Materials

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48980 Parental notifications
48985 Notices to parents in language other than English
51007 Legislative intent: state policy



	<p>GOVERNMENT CODE</p> <p>8310.3 California Religious Freedom Act</p> <p>11000 Definitions</p> <p>11135 Nondiscrimination in programs or activities funded by state</p> <p>12900-12996 Fair Employment and Housing Act</p> <p>54953.2 Brown Act compliance with Americans with Disabilities Act</p> <p>PENAL CODE</p> <p>422.55 Definition of hate crime</p> <p>422.6 Interface with constitutional right or privilege</p> <p>CODE OF REGULATIONS, TITLE 5</p> <p>4600-70 Uniform complaint procedures</p> <p>4900-4965 Nondiscrimination in elementary and secondary education programs</p> <p>UNITED STATES CODE, TITLE 20</p> <p>1400-1482 Individuals with Disabilities in Education Act</p> <p>1681-1688 Discrimination based on sex or blindness, Title IX</p> <p>2301-2415 Carl D. Perkins Vocational and Applied Technology Act</p> <p>6311 State plans</p> <p>6312 Local education agency plans</p> <p>UNITED STATES CODE, TITLE 29</p> <p>794 Section 504 of the Rehabilitation Act of 1973</p> <p>UNITED STATES CODE, TITLE 42</p> <p>2000d-2000d-7 Title VI, Civil Rights Act of 1964</p> <p>2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended</p> <p>2000h-2000h-6 Title IX 12101-12213 Americans with Disabilities Act</p> <p>CODE OF FEDERAL REGULATIONS, TITLE 28</p> <p>35.101-35.190 Americans with Disabilities Act</p> <p>36.303 Auxiliary aids and services</p> <p>CODE OF FEDERAL REGULATIONS, TITLE 34</p> <p>100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI</p> <p>104.1-104.39 Section 504 of the Rehabilitation Act of 1973</p> <p>106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:</p> <p>106.9 Dissemination of policy.</p>
Alternative Formats Available	<p>Alternative Format Materials that may be requested free of charge may include, but are not limited to:</p> <ul style="list-style-type: none">● Written material <p>Resources for converting these documents include:</p> <ul style="list-style-type: none">● written materials in large font● Braille or large-print materials.



	<p>Alternative Formats that are available</p> <ul style="list-style-type: none">● Braille● Large print <p>Turnaround times for the alternative material is dependent on the amount (volume) of material needed. Small volumes of information, which may include less than two pages or less than one hour of presentation may have up to a 48-hour turnaround process. Materials two to five pages and one to two hours or greater may take up to one week for turnaround. Anything greater than the above amounts will again depend on the amount of volume submitted.</p> <p>If the alternative format provided does not meet the needs of the individual, the individual must communicate with the:</p> <p>Holly Pettitt School Director Nevada City School of the Arts 13032 Bitney Springs Rd. Nevada City, CA 95959 530-273-7736 x 1007 director@ncsota.org</p>
Processing Alternative Format Requests	<p>When a request for alternative format is received, it will be forwarded to the school's:</p> <p>Toni Holman Administrative Secretary Nevada City School of the Arts 13032 Bitney Springs Rd. Nevada City, CA 95959 530-273-7736 x 1010 secretary@ncsota.org</p> <p>This individual will notify the program of the content to be placed in Alternative Formatting. This individual will also contact the necessary entities needed for conversion of the material into the Alternative Format that may be identified within or external to the school's resources.</p> <p>The identified above person will communicate with the respective school District sites who and where the Alternative Formatting Request needs support.</p>
Alternative Format Section Application (AFSA) System	<p>Alternative format requests must be reported to the school by the beneficiary, or the parent or authorized representative. The AFSA system stores the alternative format preference, and the alternative format can be requested either via website: afs.dhcs.ca.gov Or phone: 1-833-284-0040 by providing the following information:</p>



	<ul style="list-style-type: none">● First Name● Last Name,● Date of Birth● Primary Language● Site or address of the recipient● Contact information
Alternative Format Communication List	<ol style="list-style-type: none">1. Describe the process for how to check for alternative format requests from the data match output file.<ol style="list-style-type: none">a. Identify who will provide the alternative format information from the data match output file to the LEA and the logistics of how it will be sent to the LEA.<ol style="list-style-type: none">i. Billing Vendor-SEIS Billing submits claims on behalf of the San Joaquin County Office of Education. Upon request, a list of individuals needing alternative format will be sent to the School from SEIS Billing.b. Provide instructions on how to locate the alternative format information from the data match output file.<ol style="list-style-type: none">i. For LEA BOP, alternative format information can be located on spaces 263-303.c. Identify next steps after receiving the request from the data match output file.<p>Once information is received on individuals needing alternative format, SEIS Billing will notify the respective School.</p>d. Will the information be shared with the student and/or the authorized representative?<p>Yes, The School and or provider will reach out to the individual and their family to identify alternative methods needed.</p>2. Describe how to track/store the alternative format selection so that the appropriate alternative format can be subsequently provided for all future communication.<ol style="list-style-type: none">a. Identify who will maintain and update the list.<p>SEIS Billing assigns a staff person to “case manage” the School. Within the School’s information, SEIS Billing will be in communication with the School noting any edits.</p>b. Describe how and where the list will be stored.<p>SEIS Billing and the School will maintain the list within the SEIS Billing System. Individuals will have notification on their “file” that alternative methods are needed; similar to what DHCS does.</p>c. Describe how schools can access the plan and the alternative format information.<p>The School may access the plan by requesting the information from Maryann Morrison, LEA Medi-Cal Compliance Director, SJCOE, Comprehensive Health and Medi-Caid Programs, P.O. Box 213030, Stockton, CA 95213.</p>d. Describe how the list will be checked prior to future communication with the beneficiary and/or their parents, guardian, or authorized representative.



	<p>i. LEAs should know to continue providing documents in alternative format after a one-time request or if there is already a previous request. There will be ongoing dialogue between the School and SEIS Billing to ensure the individual needs alternative formatting. Further the School can check in with the individual needing the service to see if anything has changed. This is similar to the steps a PCP would take when conducting a follow-up visit with a client.</p>
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Nevada City School of the Arts



ACCOUNTING POLICIES AND PROCEDURES



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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 Principal 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, equal to and 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 and updates
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 equal to and 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 all revenue and 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. Maintains general ledger and account reconciliations, including employee benefits, as needed
4. Prepares monthly and year-end financial reports for Business Managers approval
5. Reconciles all bank accounts
6. Reviews Field Studies Budgets with Accounting Technician
7. Reviews and monitors all expense & revenue coding for accuracy
8. Audits Bi-monthly payroll input by Payroll Technician
9. Prepares and processes payroll journal entry into QuickBooks and STRS reporting to NCSoS
10. Manages and oversees all personnel health benefits

Accounting Technician

1. Processes invoices, inputs expenses into accounting software and prepares checks for signature
2. Reviews budget for accurate expense account coding per most recent approved budget
3. Mails vendor checks
4. Manages Purchasing and receiving
5. Receives and opens all incoming accounting department mail, excluding bank statements
6. Receives checks, cash, and credit card payments and inputs into accounting software for deposit
7. Manages Accounts Receivable and sends out monthly statements to customers (donors)
8. Processes monthly timesheets for first review before payroll entry
9. Assists Business Manager with leases



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). Account #'s are representative of object codes relating to SACS (Standardized Account Code Structure for government accounting). Class #'s are representative of resource codes for tracking of restricted and unrestricted funds. Department #'s are representative of the function/goal codes for tracking of program administration. The Accountant is responsible for maintaining the Chart of Accounts and revising as necessary with the approval of the Business Manager. 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. In-Lieu property taxes from local basic-aid school districts
3. Direct donor contributions
4. 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 Accounting Technician 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 receives all cash, checks and credit card payments, enters them into the accounting software and prepares a deposit slip. The Accountant reviews 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 Accounting Technician. The cash will immediately be posted using the appropriate allocation by the Accounting Technician. 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

Twice monthly 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.

Once quarterly the Accountant will process ACH payments through the state payroll taxes (SUI & SDI) EDD (Employment Development Department) website. This is completed through an ACH transfer set up securely on the EDD website.

Business Manager will transfer funds to and from Raven Springs and NCSA general checking accounts for bill payments or revenue pass through.



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 requestor 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 – an invoice or 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 equal to and in excess of **\$1,000** require a second signature from the School Director or an authorized staff member (Arts 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.



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 equal to or greater than three thousand dollars (\$3,000). Items purchased with a value or cost less than three thousand dollars (\$3,000) will be expensed in the period purchased.

The depreciation period for capitalized assets is as follows:

Computer Hardware	3 years
Computer Software	3 years
Office Equipment	5 years
Office Furniture	5 years
Building Improvements	10 years
Land Improvements	10 years

1. A Fixed Asset Log is maintained by the Accountant 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, and 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 Payroll Technician.
3. The completed I-9 forms will be kept in a secure location separate from the personnel files and stored electronically in the payroll portal.
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 bi-monthly via clipboards to each building's staff room, or agreed general location available to the employee.
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 supervisor or employee before the change can be made.
6. The Payroll 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 Payroll Technician will review timesheets and payroll entries then submit them to the Accountant for auditing before processing payroll.
8. Paychecks will be direct deposited, mailed or distributed by the Payroll or Accounting Technician on the paycheck date.
9. If the employee requests that their 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 Accountant will prepare all data sheets, The Business Manager will review and the School Director will approve all data sheets. The Payroll Technician will enter all new or changed data sheets into payroll.
12. The Business Manager will review payroll expenditures and allocations monthly or at budget revision cycles.
13. All quarterly federal and state payroll reports will be prepared and filed appropriately by the Accountant and audited by the Business Manager.
14. All W-2 statements are issued to employees prior to January 31st of the following year for the prior calendar year through Coastal Payroll software.



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 CGC Board for their review and approval. The CPA 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 **three thousand dollars (\$3,000)** 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 purchase requisition 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 Principal 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 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



**FIXED ASSET
POLICIES AND PROCEDURES**



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1. Purpose

The purpose of this manual is to set forth the regulations and procedures governing the control and reporting of capital and controlled assets. It is intended to assist personnel in implementing and maintaining an effective property control program. The implementation of an effective and accurate process for tracking fixed assets is necessary for several reasons:

- Our organization prepares financial information using the Generally Accepted Accounting Principles (GAAP). Government regulations require us to track an asset's cost, depreciation, and the disposal of the asset. Assets that will be depreciated have been categorized and assigned a depreciation life. (For example, technology equipment has an expected book life of three (3) years).
- We also utilize asset records for insurance purposes. In the event of a loss it is necessary to have an accurate record of the asset to ensure adequate insurance coverage, of the item lost.
- The most important reason is accountability. Assets are purchased using taxpayers' funds. It is important to have a process in place to account for the use of taxpayers' funding.

2. Definitions

For the purpose of these policies and procedures the following definitions apply.

Assets

Refers to both "capital" and "controlled assets" when used without specifically indicating either.

Capital Assets

Refers to real or tangible personal property having:

- A value greater than or equal to \$3,000 the capitalization threshold for the particular classification of the capital asset;
- and
- Having an estimated useful life of greater than one year from the time of acquisition and will be given a depreciable life stated below.
- | | |
|--------------------------------|----------|
| • Computer Hardware & Software | 3 year |
| • Office Equipment & Furniture | 5 years |
| • Building Improvements | 10 years |
| • Land Improvements | 10 years |

Controlled Assets

Refers to those items with a historical cost of less than \$3,000, but which are particularly at risk or vulnerable to loss or theft.



3. Responsibility

Asset Management & Administration

The Asset Management shall be the responsibility of the Business Manager for administering the policy and related regulations and procedures. The Administration of assets is logged in an asset database (Depreciation Works) for custody and control and to assign the applicable department/facility.

The Business Manager, with the help of the Accountant, Facilities Coordinator and IT Coordinator is responsible for coordinating asset audits and physical inventories with the asset management database as well as recording capital asset acquisitions, transfers, and disposals.

4. Tagging and Identifying Inventoriable Assets

Reason to Tag

To identify inventoriable assets as belonging to the organization.

What to Tag

All furniture and equipment with a replacement value above \$1,000 must be tagged, including, but not limited to:

- Furniture
- Computers and Laptops
- Audio Visual Equipment
- Other equipment above \$1,000 such as kitchen, health and fitness, or office machines

Controlled Assets

Include assets that are sensitive, portable, or prone to theft.

When to Tag

All items shall be tagged upon receipt.

When Not to Tag

When impractical or impossible. Reasons not to mark are, but are not limited to, when the item:

- Has a unique, permanent serial number usable for identification, security, and inventory control (such as vehicles);
- Would lose significant historical or resale value if marked; and,
- Would have its warranty negatively impacted if permanently marked.



Method for Marking

Items shall be marked or tagged with a property tag. Asset tags are printed on a label with a designated code created by NCSA and stored in the asset database.

5. Additions to Fixed Assets

In order to maintain accurate asset records, when receiving a new asset into the organization, the first step is to determine if the asset should receive a property tag. Any item that the cost exceeds \$3,000 and has a life greater than three years should be tagged. Additional items to be barcoded regardless of their value include controlled items such as overhead projectors, printers, televisions, DVD players, video cameras, digital cameras, fax machine, PCs, monitors, laptop computers, tablets, two-way radios, and any item which may be easily stolen. If you have questions concerning a specific asset, contact the Business Manager.

Once an asset has been labeled, it needs to be recorded. The Fixed Asset Maintenance Form is used to reporting all adjustments required in the Fixed Asset Master File. When receiving a new asset, fill out the following columns:

- Code: Refer to the bottom of the form for codes. The code "A" is used for new assets.
- PO Number and/or Cost: Fill in the cost of the asset and/or the number if the purchase order used to purchase asset. Note: We must have a cost and/or PO# to add an asset to the system. This enables a value for the asset to be established and may help to determine the source of funding by account number.
- Room/Building Number: Room or building number where asset is primarily located.
- Asset Description: Brief description of the item.
- Make/Model: Use the manufacturer's name and model number.
- Serial #: Use the manufacture's serial number.

The Fixed Asset Maintenance Form shall be completed in entirety and forwarded to the Business Office.

6. Transfer of Assets

In order to maintain accurate asset records, asset transfers shall be recorded promptly. A permanent transfer is one that has no current plans of return.

The designated staff transferring equipment will complete a fixed asset maintenance form. Information required on the form includes:

- Code: Refer to the bottom of the form for codes. The code "T" is used to transfer an asset.
- Asset Tag Number for Fixed Asset: The building administrator must note the Fixed Asset number located on the asset tag affixed to the asset, or obtain the number from the Fixed Asset listing that identifies the correct item. Consult the Fixed Asset listing for the proper asset number.
- Complete description of the item, including brand, model, etc. "DVD player" or "Laptop Computer" is not sufficient to properly identify the property.



- Identify the destination of the item. Send a copy of the form to the Business Office.

7. **Disposition of Assets**

In order to maintain accurate asset records, asset disposals shall be recorded promptly. These records shall reflect whether the items have been surplus, traded in, sold, stolen, or destroyed. When property is beyond repair or is no longer needed, the equipment item must be returned to the Business Office for appropriate disposal. IT equipment will be disposed of by IT Department.

The Business Manager will complete a fixed asset maintenance form. Information required on the form includes:

- Asset Tag Number. The Business Manager must note the Fixed Asset Number located on the asset tag affixed to the asset or obtain the number from the fixed asset listing that identifies the correct item. Consult the Fixed Asset Listing for the proper asset number.
- Complete description of the item, including brand, model, serial number, color, and size, etc. "Color Monitor or Desk" is not sufficient to properly identify property.

8. **Conducting Physical Inventory**

A physical inventory will be conducted annually for all inventoriable assets. Updates will be made to the inventoriable asset listing to dispose, move or change the asset information and for annual reporting to the County Assessor's office for business property taxes.



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 November 16, 2023:

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 June 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 and State 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, Business Manager

The CGC shall approve all employment contracts through the budget approval process. 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:

Employee	Type of Expenditure	Limit
School Director	Any type – within budget	Budget
	Any type – not in budget	\$50,000
School Business Manager	Routine Expenditures - 1	\$1,800, up to budget
	Any type – emergency only - 2	\$1,000
Main Lesson Teachers	Classroom supplies	Budget
	Field studies	Budget
	Art and elective supplies	Budget
Music Teacher	Music supplies	Budget
	Electives services (instrument repair, etc.)	Budget
Movement Teacher	Movement supplies	Budget
	After-school sports supplies	Budget
Resource Teacher	Resource Center supplies	Budget
Assistant Principal	Class supports/supplies	\$250, up to 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.



<u>Employee</u>	<u>Type of Expenditure</u>	<u>Limit</u>
Development Director	Advertising	Budget
	Fundraising (AGC, Jog/Read, grants, etc.)	Budget
Custodian	Janitorial supplies	Budget
Facilities Coordinator	School Maintenance supplies	\$250.00, up to budget
Admin Secretary	Admin/tech supplies	\$100.00, up to budget
Facilities Director	Facilities/Maintenance Supplies	\$250.00, up to budget

Any expenditures that are outside the parameters described above require director approval for purchase or payment and inclusion in the next budget revision to the board.

In addition, the CGC shall regularly review reports presented to the finance committee. On a monthly basis, the Business Manager or Finance Committee Member shall present to the CGC a budget vs. actuals report from the preceding calendar month.

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 Treasury 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
Angie Maxson, Assistant Principal

Each disbursement check from this account greater than \$1,000.00 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 semi-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



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 Property Manager, the Facilities Coordinator, the Food Services Director and the Development Director.

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

All classroom budgets will not carryover from fiscal year to fiscal year and will need to be spent in the year the budget was approved. 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 \$1,200 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.