

NOCCS Student & Family Handbook 2019



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1. General NOCCS Information

NOCCS Address, Telephone & FAX

Address: 1000 42nd Street
Oakland, CA 94608

Phone: (510) 655 – 0540

FAX: (510) 655 – 1222

Email: office@noccs.org

Website: www.noccs.org

NOCCS School Hours

Office Hours: 8:00 AM – 4:00 PM

Building Hours: 7:30 AM – 6:00 PM

Teacher Hours: 8:00 AM – 4:00 PM

Student Hours (K-4): 8:30 AM – 3:00 PM

Student Hours (5-8): 8:30 AM – 3:15 PM

Student Hours - Wednesdays (K- 8): 8:30 AM – 1:30 PM

PLEASE CHECK WITH YOUR STUDENT’S TEACHERS FOR TEACHER OFFICE HRS

Extended Day Program Hours

Before School Care Hours (K – 8): 7:30 AM – 8:15 AM

Seedlings Program (Kinder-2nd) 3:00 PM- 6:00 PM ((M,T,TR, F)
Wednesdays 1:30PM – 6:00 PM

WELO After School Program Hours (3 – 8): 3:00 PM – 6:00 PM (M,T,TR, F)
Wednesdays 1:30PM – 6:00 PM

Morning Arrival & Afternoon Dismissal

Students in grades K-4 have supervised recess in the elementary yard (west side of the building) from 8:15-8:30 each morning (except on rainy days). Students in grades 5-8 have supervised recess in Linden Park (east side of the building) from 8:15-8:30 each morning (except on rainy days). All students then meet their teachers at 8:30 and proceed into the building. Students arriving late must check into the office before

proceeding to class.

Students are dismissed from the same place they begin their day, in the elementary yard (K-4) or Linden Park (5-8) on non-rainy days.

During rainy days students will begin and/or end their school day inside. Students in grades K-2 will meet in the NOCCS atrium. Students in grades 3-8 will meet in the NOCCS MPR (Multi-Purpose Room).

2019-20 NOCCS Staff List

To email a staff member use this convention:

firstname.lastname@noccs.org

K-4 Lower School Faculty		
Nakachi Clark-Kasimu	K Lead Teacher	Room 1
Lorin King	K Lead Teacher	Room 2
Katy Cornell	1st/2nd Lead Teacher	Room 5
Kevin Newman	1st/2nd Lead Teacher	Room 6
Rachel Montoya	3rd/4th Lead Teacher	Room 3
Samantha Ridolfi	3rd/4th Lead Teacher	Room 4
5-8 Upper School Faculty		
Anna To	5th Lead Teacher	Room 7
Rodrick Stovall	7-8 Math / Science Teacher	Room 8
Kaitlyn Nott	7-8 ELA / Social Students Teacher	Room 9
Integrals Faculty		
Helio Conceicao	K-8 Music & Movement	Dance Studio
Tammara Mercer	K-8 Visual Arts Teacher and Student Support Specialist	Art Studio
Special Education		
Laura Badal	Lead Special Education Teacher	Learning Hub
Malaika Dupree-Walker	K-8 Education Specialist	Learning Hub
Raefa AlAzzawi	K-8 Education Specialist	Learning Hub

Support (Assistant Teachers and Response to Intervention / Special Education (RTI/SPED))		
Therese Slade	Math/Reading Interventionist	Atrium
Skye Imara Jackson-Goudy	6-8 Behavior Specialist	Rooms 8 and 9
Biatrix Bruins	Kindergarten Assistant Teacher	Rooms 1 and 2
Naborina Alonso	1st/2nd Assistant Teacher, Lunch Support	Rooms 5 and 6, MPR
Rachael Meyers	3rd/4th Assistant Teacher	Rooms 3 and 4
Kim Velasquez	5th Assistant Teacher	Room 7
Administration		
D.M. Kloker	Head of School	Main Office
Dr. Lehi Dickey	Director of Student Support	Main Office
Dr. Inecir Matthis	Campus Supervisor	Wellness Center
Yesenia Duarte	Director of Operations	Main Office
Mikal Hardy	Custodian	
Extended Day Programs (EDP)		
Malaika Dupree-Walker	Seedlings	Room 1, 2, 5, and 6
Dwayne Aikens	WELO Program	WELO MPR
Aleshia Reaves	Morning Care	Aleshia Reaves

Family Teacher Organization

The Mission of the NOCCS Family-Teacher Organization (FTO) is to develop and provide opportunities for open communication, learning, volunteering and support within the NOCCS community, and to align these efforts with the school's mission and core principles. Since its inception in 2000, NOCCS has grown from a one-room classroom, to a thriving K-8 school. NOCCS has a long-standing tradition of strong parent support and volunteerism, and with its continued growth as a school, acknowledges the broader need for a family-teacher organization. The FTO was created in 2013 to formalize, improve and sustain parent and teacher engagement in the school community. All NOCCS families and teachers are encouraged to participate in the NOCCS Family-Teacher Organization and be a part of making NOCCS an even better

school for our kids. **The NOCCS FTO meets on the first Wednesday of every month at 5:30 p.m. starting September 4th. You can reach the leadership of the FTO by emailing fto@noccs.org**

Family Advisory Councils

NOCCS is an intentionally diverse community. The demographics of the NOCCS student body reflect the beautiful variety of cultures, races, and experiences that make up Oakland. Making sure that every family and student feels that NOCCS is their school is part of the important work we do at NOCCS. Realizing that different communities sometimes have different concerns, and want a space to voice those concerns, NOCCS created the Family Advisory Councils. Currently, there is an African American, Latino, and LGBT Family Advisory Council. These councils inform programming for students and outreach to families. The Family Advisory Councils will formally meet every other month during the school year and can informally meet whenever they like.

You can reach the leadership of the African American Family Advisory Council by emailing aafac@noccs.org

Reach the leadership of the Latino Family Advisory Council by emailing lfac@noccs.org

Reach the leadership of the LGBT Family Advisory Council by emailing lgbt@noccs.org

NOCCS Mission Statement

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

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

NOCCS Core Principles

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



Respect for children and their learning

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



High expectations

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



A caring community of learners

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



Valuing diversity

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



Connections to the world

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

create a vital exchange between the two. When children connect what they learn to the world they live in and the problems they face, they come to see their lives in a new way.



A commitment to equity

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



Families' contributions

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



Respect for teachers and teaching

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



Creativity

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



Teaching for understanding

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

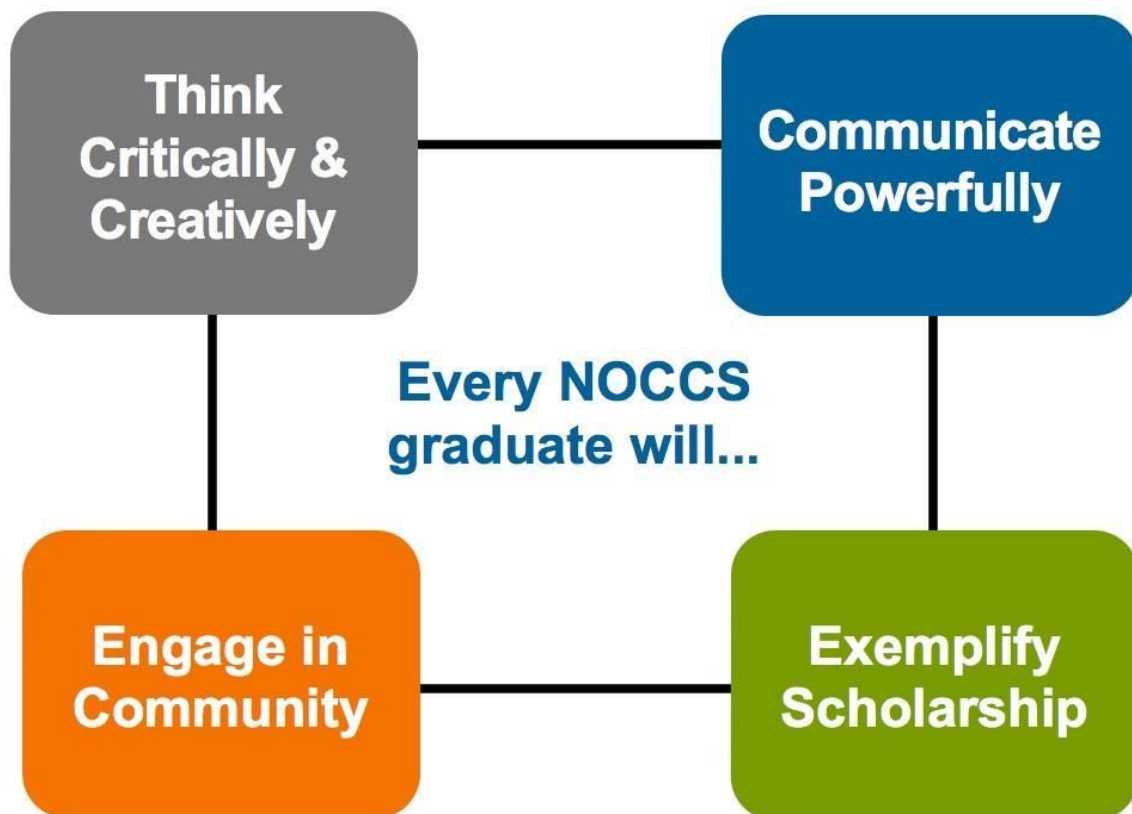
NOCCS Graduate Profile

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

It articulates our vision of what we all 8th grade graduates to know and be able to concretely demonstrate upon the completion of their educational careers at NOCCS.

The NOCCS Graduate Profile also articulates what we want all students – at every developmental level – to grow in and work towards throughout their K-8 education.

In the future, we envision that this set of outcomes will be used as the basis for a new and exciting set of authentic, performance-based assessments – including K-8 digital portfolios, progress report and conference systems, and portfolio defense presentations. We believe this new generation of assessments will give both our students and our school a distinct advantage in proving that they are well-prepared for success in high school, college, and as “thoughtful, informed, and inquisitive citizens”.



2. Peacemaking & Discipline at NOCCS

NOCCS' Approach to Comprehensive Student Support

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

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

- a wellness center for students to reset and learn about positive behavior,
- social-emotional curriculum in each classroom (PAX),
- social skills groups (led by Campus Supervisor and others),
- an alternative to suspension system,
- and a Response to Intervention team to support students with specific behavior or academic needs.

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

Wellness Center

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

Social-emotional curriculum

Teachers at NOCCS teach social-emotional regulation as a core skill, like reading and math, which every student must master for success in life. NOCCS teachers pull from a variety of curricular resources, including PAX (<https://www.goodbehaviorgame.org/>) and the work of Selina Jackson (author of Emotional Competence: How Teachers Can Get Students to Learn EASIER and Faster). Using these resources, NOCCS teachers develop a social-emotional curriculum throughout the school year to help students productively and safely function in their learning environments. This curriculum includes daily circles where students share their thoughts on the life of the classroom community.

Social skills groups

The NOCCS Social skills groups are an integral part of the learning process for our NOCCS students. Social skills are tools that enable students to interact appropriately with their peers and others through their journeys in life. Our social skills groups cover topic areas that are relevant and engaging, consisting of, but not limited to: healthy relationships, communication, boundaries, and respect for self and others. Our Campus Supervisor leads the majority of our social skills groups.

Response to Intervention Team

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

Community Building Structures and Strategies

In addition, NOCCS students are taught to use a range of conflict resolution tools, including the proper and appropriate use of I-Messages or Bugs and Wishes and Peace Talks all of which are highlighted below:

"I messages" and/or "Bugs and Wishes (K-1)

NOCCS students are taught how to both give and receive a conflict resolution message including an "I message" and a "Bugs and Wishes" message.

I MESSAGE:

"I feel <feel- one word> when <specific behavior> because <how it affects me >"

BUGS AND WISHES MESSAGE:

"It bugs me when and I wish you would (K-4th grade)

"It bothers me when and I would prefer (5th - 8th grade)

- NOCCS students will be taught and encouraged to communicate these messages to one another in a kind, authentic, and respectful manner.
- Adult members of the NOCCS community will be encouraged to use a similar form of communicating with one another when attempting to resolve a conflict

Peace Talks (K-8)

Peace talks are an important component of a positive school climate. They are a critical aspect of progressive practice, as their overall goal is to help students to be effective, autonomous, problem solvers who can work in collaborative and challenging environments in a way that builds and contributes to community, peace, and a more socially-just world.

All staff are expected to develop skills in facilitating peace talks and using them effectively within their management repertoire.

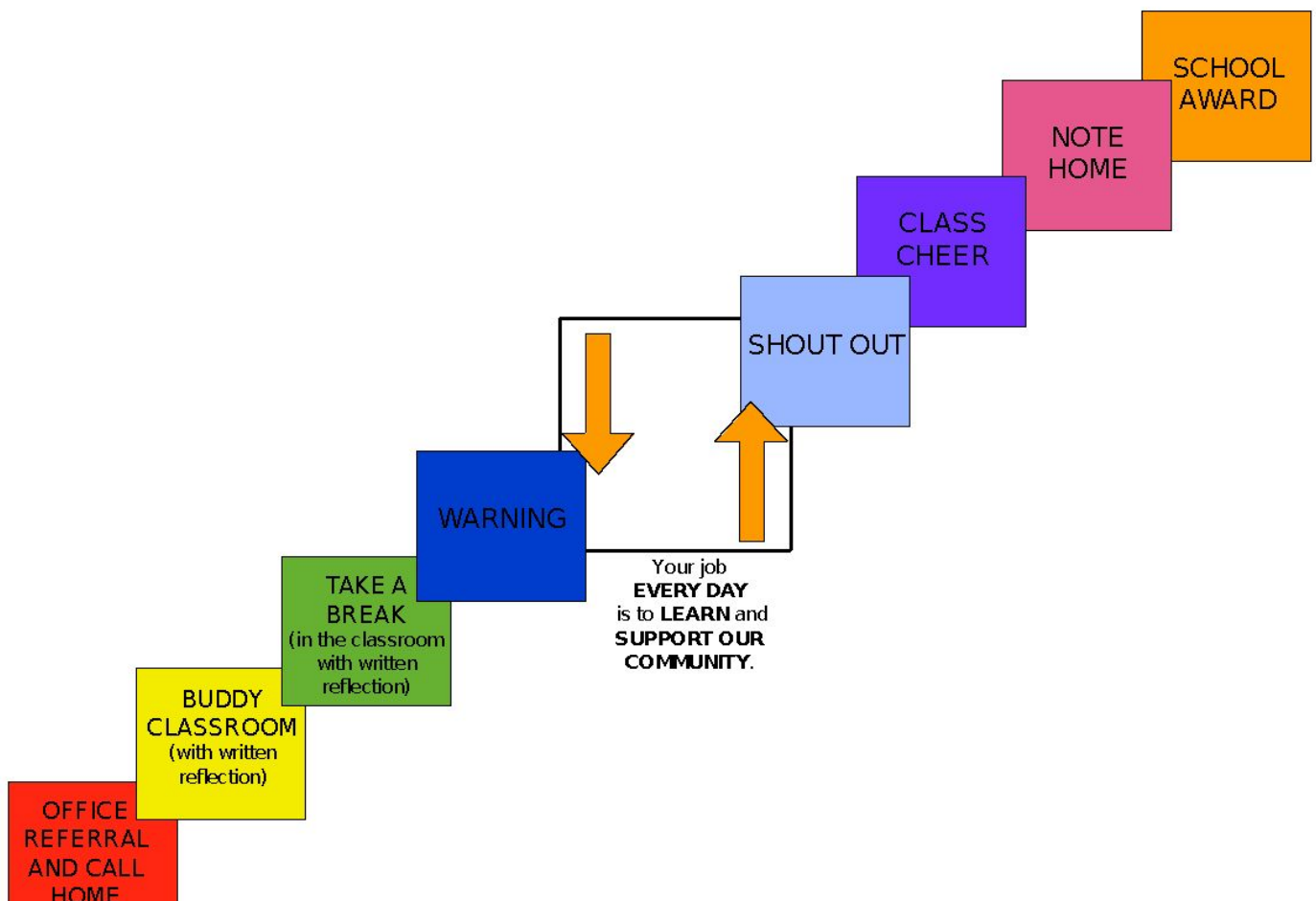
KEEPING IT R*E*A*L: Individual Prevention and Intervention Protocols

NOCCS utilizes a school-wide intervention and culture-building protocol - REAL - for addressing and supporting a safe and scholarly learning environment.

This protocol is both corrective AND affirmative.

The REAL acronym corresponds to qualities we strive to uphold as individuals (both adults and children) as part of our work as a school community: **R**espectful + **E**quitable + **A**ccountable + **A**lly = **L**eadership. Individual interventions that are either corrective *or* affirmative are provided to students as they demonstrate either a need for additional support to follow the school-wide norms and agreements, or as an affirmation of the work they are doing to model school-wide norms and agreements.

While K-5 and 6-8 vary slightly in their implementation of REAL, both upper and lower school are aligned around the concept of both affirmative and corrective consequences. Below is a graphic used in K-5 NOCCS classrooms to illustrate *both* the affirmative and corrective consequences of following the REAL protocol:



Other Important NOCCS Expectations and Procedures

Personal Toy and Electronics Expectation and Procedures

Toys, electronic gaming devices, i-pods, etc. are not allowed. Any toys brought to school will be confiscated, and returned only to the guardian or caregiver at the end of the school day.

Further violations of the restricted items will result in daily check ins with a member of the administrative staff, where prohibited items will be immediately confiscated at the beginning of the day.

Cell Phone Expectations and Procedures

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

Because of these beliefs:

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

Bathroom Policy

- One pass at a time, one person at a time
- Administrators and staff will assist with monitoring the bathrooms
- Students should not congregate in the bathrooms
- Please keep this space clean

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

Anti-Bullying

North Oakland Community Charter School (NOCCS) affirms that every student and staff member has the right to a safe and secure school environment, free of humiliation, intimidation, fear, harassment, or any form of bullying behavior. Furthermore, NOCCS believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and pro-social development and therefore the prevention, [reduction/elimination], and effective disposition of bullying are fundamental to North Oakland Community Charter educational goals. NOCCS'

students, families, and staff have an obligation to create an environment that celebrates and respects diversity and human dignity and admonishes bullying behavior. To this end, NOCCS has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as address incidents of bullying and harassment when they occur. NOCCS will not tolerate bullying, as defined in this policy, or any behavior that infringes on the safety or well being of students, staff, or any other persons within North Oakland Community Charter School's jurisdiction whether directed at an individual or group.

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

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

Definition

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

Indicators of Bullying Behavior

- Bullying behaviors may include, but are not limited to, the following:
 - **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making slurs or epithets, making rude noises, or spreading hurtful rumors. This policy excludes constitutionally protected speech (Education Code 48950). Speech that poses a threat or danger to the safety of students, employees or NOCCS' property, or that materially and substantially disrupts the school environment, is not constitutionally protected.
 - **Nonverbal:** Posturing, making gang signs, stalking, destroying property, insulting or threatening notes, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
 - **Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair- pulling, fighting, pinching, slapping, biting, spitting, or destroying property.
 - **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
 - **Cyber-bullying:** Bullying committed by means of an electronic act, the transmission of a communication, including but not limited to: a message, text, sound, or image by means of an electronic device, including but limited to: a computer, cell phone, Ipad or other wireless communication device Cyber-

- bullying is characterized by deliberately threatening, harassing, intimidating, or in any way, ridiculing an individual or group of individuals; placing an individual in reasonable fear of harm; posting sensitive, private information about another person without his/her permission; breaking into an
- other person's account and/or assuming another individual's identity in order to damage that person's reputation or friendships.
- **Hazing:** Hazing is the practice of rituals and other activities involving harassment, abuse, and/or humiliation used as a way of initiating a person into a group.

Jurisdiction

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

Bullying and Harassment:

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

Reporting:

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

Investigation

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

maintain the confidentiality of the proceedings and the names of the complainant and students involved.

Victim's Rights

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

Intervention/Discipline

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

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

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

Education

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

False Reports and Statements

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

Retaliation

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

Report to the Board of Directors

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

Individual Corrective Intervention Protocols – Progressive Discipline Model

Principles/Rationale

The following are principles upon which we have designed our Individual Corrective Interventions for students.

We believe our interventions are and should be:

- Always educative...the goal is always to better enable students to develop the knowledge, skills, and attitudes to be thoughtful, informed, inquisitive citizens who contribute to a safe and healthy community of scholars
- **Never “me vs. you”... Always “us vs. a problem”**
- Works to better understand the whole person and context behind any behavior (unmet needs)
- Helps students understand and develop alternatives to behaviors that interfere with their learning and/or participation and contribution to a safe, caring community
- Takes the “long road”... persists and resists the simple, quick, short-sighted fix
- Takes into account and draws from culturally relevant principles and practices
- Based on an unyielding belief in the ability of all students to learn and demonstrate positive behaviors that contribute to a strong and inclusive learning community
- Based in the belief that reflection and dialogue, coupled with practice, are the most important tools in facilitating behavioral changes
- Equity based – the more need, the more individualization and resources (including family involvement)
- Includes and emphasizes a supportive curriculum – the more we use prevention and education, the less we need intervention

Student Corrective Intervention Protocols

NOCCS organizes our Individual Behavior Protocol into three categories: **Level 1 - Incidental Violations, Level 2 - Minor Violations, Level 3 - Major Violations**. Each level has varying corrective intervention steps that are used to address student behaviors. Each level of behavior and the intervention steps – within a progressive discipline model - are described below.

Level 1 - Incidental Violations are behaviors that disrupt high quality learning and teaching. This level seeks to utilize Alternatives to Suspension such as In-location Behavior Support, Not referred to the Wellness Center, possible request for consultation with peers for behaviors inclusive of (but not limited to):

- Out of seat without permission/bothering peers
- Play fighting with consenting peer(s)
- Throwing objects (not targeted at another)
- Speaking out of turn
- Loud voices/yelling
- Name calling (excluding homophobic or racial slurs)
- Tardy to class
- Missing Homework materials
- Not complying with yard/restroom expectations

- Electronic usage in building or class
- Copying another student's work
- Developmentally **inappropriate** foul language (potty talk)
- Petty vandalism/graffiti (removable)
- Using clothing or other items that interfere with learning (i.e. hoodies, headscarves, etc.)

Level 2 - Minor Violations interventions follow the REAL protocol and In-location Behavior Support, Not referred to the Wellness Center, possible request for consultation with peers. But it is up to the teacher's discretion to progress immediately to referral if the action is creating an unsafe environment. The typical response to **Level 2** behaviors will be a reflection in a buddy classroom. **Level 2** behaviors create a physically or emotionally unsafe learning environment, disrupt high quality learning and teaching, run counter to mutual respect, and are contrary to our guiding principles. These include:

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

Level 3 - Major Violation: Infractions are behaviors that create a physical or emotionally unsafe learning environment, disrupt high quality learning and teaching, run counter to mutual respect, are contrary to our guiding principles, and are forbidden by the California Education Code. This requires Out-of-location Behavior support, referred to the Wellness Center, request for support from Response to Intervention team and/or Head of School. These behaviors may result in an immediate suspension. These include, but are not limited to:

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

Alternatives to Suspension

- Chronically impeding instruction (over more than four consecutive days)
 - Give students a leadership task such as helping plan a lesson during park time in order to understand the amount of work it takes to teach and lead a class. Plan with teacher during their recess or lunch time. (3-8)
 - Drawn/Written reflection on personal feelings and impact on others. (K-4)
- Repeatedly verbally abusive to peers/staff
 - Watch videos of people affected by bullying and then write a reflection AND Letter and Peace Talk with peer/staff with a clear apology and a plan for next time
 - <https://www.youtube.com/watch?v=vGgwkH5CkxE>
- Repeated use of Cell Phones or other electronic devices during school hours (In case of emergencies & upon approval, students may use school office phone).
 - Student will turn in phone or other electronic devices to school/staff and may be retrieved from the school administration office at the end of the school day.
- Verbally/physically threatening violence
 - Write a reflection piece after researching primary source accounts of victims of verbal and physical abuse AND give class apology after writing an apology outside of the class
- Physical Aggression
 - Reflective essay on harm to ALL involved, seeing, hearing about the Physical Aggression AND acknowledgement to the class about the harm they caused.
- Leaving campus/vicinity of classroom (out of sight of adults)
 - Clean the school campus outside of school hours, monitored by staff AND Make a plan for self-advocacy/asking for space and quiet time (create nonverbal system for 1
- Homophobic or racial slurs
 - Parent involvement AND Create powerpoint/other presentation on civil/LGBTQ rights and struggles AND acknowledgment to the class
 - May include Read/listen to first person accounts from someone who has been affected by slurs
- Sexual harassment
 - Create powerpoint/other presentation on civil/LGBTQ rights and struggles AND acknowledgment to the class
 - May include Read/listen to first person accounts from someone who has been affected by sexual harassment
- Sexual activity on campus
 - Parent Involvement immediately
- Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
 - Parent Involvement immediately
- Major Theft
 - Parent Involvement immediately (**Do not send valuables to school with your child!**)

Escalation of Consequences

- Chronically impeding instruction (the next consecutive incident following the first visit)

- Alternative Setting for ½ day of learning-**with parent/guardian involvement.** (3-8)
- Missed Lunch Recess (K-2)
- **Repeatedly** verbally abusive to peers/staff
 - Alternative Setting for one day of learning-**with parent/guardian involvement.** (3-8)
 - Alternative Setting for ½ day--**with parent/guardian involvement..** (K-2)
- Repeated use of Cell Phones or other electronic devices during school hours (In case of emergencies & upon approval, student may use school office phone).
 - Phone is confiscated and may only be returned to a family member as part of a staff-parent conference.
- Verbally/physically threatening violence
 - Alternative Setting for one day of learning-**with parent/guardian involvement.** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Physical Aggression
 - Suspension for one day out of school (K-8)
- Leaving campus/vicinity of classroom
 - Safety Report using crime statistics
- Possession of dangerous object/substance
 - Suspension for one day out of school (K-8)
- Permanent vandalism that is repeated and/or offensive (especially hate speech)
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Bullying (including cyberbullying)
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Homophobic or racial slurs
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Sexual harassment
 - Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
 - Alternative Setting for ½ day-**with parent/guardian involvement..** (K-2)
- Sexual activity on campus
 - Parent Involvement immediately **and** Suspension for one day out of school (K-8)
- Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
 - Parent Involvement immediately **and** Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)
- Major Theft
 - Parent Involvement immediately **and** Alternative Setting for one day of learning-**with parent/guardian involvement..** (3-8)

Further Escalation of Consequences

**** Any suspensions for more than one day will automatically invoke a meeting of the RtI team to review reentry and additional supports that may be necessary.**

- **Chronically** impeding instruction (the next consecutive incident following the first visit)
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.

- Repeatedly verbally abusive to peers/staff
 - Parent Conference and Behavior Contract, suspension until parent conference.
- Verbally/physically threatening violence
 - Parent Conference and Behavior Contract, suspension until parent conference.
- Physical Aggression
 - Suspension for **two** days out of school (K-8)
- Leaving campus/vicinity of classroom
 - Return to plan for self-advocacy/asking for space and quiet time (create nonverbal system for signaling) which is written and signed by student support team AND alternative learning setting for one day
- Possession of dangerous object/substance
 - Suspension for **two** days out of school (K-8)
- Permanent vandalism that is repeated and/or offensive (especially hate speech)
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Bullying (including cyberbullying)
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Homophobic or racial slurs
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Sexual harassment
 - Parent Conference and Behavior Contract, alternative learning setting until parent conference.
- Sexual activity on campus
 - Parent Involvement immediately **and** Suspension for **two** days out of school (K-8)
- Sexualized behavior and/or language that is aggressive or offensive, especially including physical touching and/or misogynistic language
 - Parent Involvement immediately **and** Alternative Setting for one day of learning. (3-8)

NOCCS Procedures for Suspensions and/or Expulsions

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

1. The Head of School or **Director of Student Support** (or designee) will investigate the alleged incident. Whenever possible, information regarding the alleged violations will be recorded in writing (personal accounts or dictations).
2. While the **Director of Student Support** (or designee) is conducting the investigation, the Head of School may direct the student to stay away from school or may suspend the student for up to five days.
3. The Head of School or **Director of Student Support** (or designee) will contact the student's parent/guardian(s) to discuss the results of the investigation and to administer further consequences for the violation(s). Whenever possible, this meeting will take place in person. The Head of School or Director of Student Support may, however, elect to hold this meeting over the phone in certain situations.
4. Based on the findings of the investigation, the Head of School or **Director of Student Support** may administer consequences up to and including the following:
 - a. Return to school with a mandatory intervention/support plan for the student
 - b. Out of School Suspension for up to five days and a mandatory intervention/support plan for the student
 - c. Recommendation for expulsion from school.

5. Parents/guardians will be provided a written notice of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.
6. The Head of School, **Director of Student Support** (or designee) will meet with the student and his/her parent/guardians to create an intervention/support plan. In most cases this meeting will take place prior to the student's return to school. In certain cases, however, this meeting may be arranged at a date following the student's return.
7. If the student is recommended for expulsion from the school, the Head of School or **Director of Student Support** will:
 - a. Notify the NOCCS board of his/her recommendation for consideration of expulsion.
 - b. Notify the family in writing.
 - c. Whenever possible, the Head of School or **Director of Student Support** will meet with the student and his/her parent/guardian/representative to determine if the suspension for the student should be extended pending an expulsion hearing.
 - d. Upon this determination, student's suspension may be extended pending the results of an expulsion hearing.
8. A student may be expelled only by the NOCCS Board of Directors following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel will consist of at least three members.
9. Within thirty school days after the Head of School and/or **Director of Student Support** has determined that the student has committed an expellable offense, students recommended for expulsion will be provided a hearing in front of the NOCCS Board of Directors or Administrative Panel to determine whether the student should be expelled. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:
 - a. The date and place of hearing.
 - b. A statement of the specified facts, charges and offense upon which the proposed expulsion is based.
 - c. A copy of the NOCCS disciplinary rules which related to the alleged violation.
 - d. Notification of the student's or parent/guardian's obligation to provide information about the student's status in NOCCS to any other district in which the student seeks enrollment.
 - e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and
 - f. be represented by counsel at the sole cost and expense of the parent of the expelled student.
 - g. The right to inspect and obtain copies of all documents to be used at the hearing.
 - h. The opportunity to confront and question all witnesses who testify at the hearing.
 - i. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
10. The hearing will be presided over by the Board Chair or the Chair of the Administrative Panel. The hearing shall be held in closed session unless the parent of the pupil requests a public hearing in writing. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete transcription of the proceedings can be made.
11. The decision of the Administrative Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision of expulsion by the Board of Directors shall be made within ten school days following the conclusion of the hearing.
12. Should the Board move to expel the student, they will create a rehabilitation plan which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan must include a date not later than one year from the date of expulsion when the student may reapply for readmission.

13. The Head of School or **Director of Student Support** (or designee), following a decision of the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. The notice will include”
 - a. Notice of the specific offense committed by the student
 - b. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with NOCCS.

14. The Head of School and/or **Director of Student Support** shall send written notice of the decision to expel to the student’s district of resident and the County Office of Education. This notice shall include the following:
 - a. The student’s name
 - b. The specified expellable offense committed by the student

NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org



Student Suspension Notice

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

Student	Parent/Guardian
Teacher	Director

Acknowledgment of Receipt of Student Family Handbook

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

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

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

Signature _____

Date _____

NOCCS Acceptable Use of Computers Agreement

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

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

- School computers are meant for students or staff to complete work connected to classroom projects.
- Student should not install, delete, or modify any software, application, document, desktop, or hardware of any kind.
- Students are expected to be diligent when using the Internet.
- Student should not search purposefully for hateful, sexual, violent or other offensive sites on the Internet.
- Any student who stumbles into an offensive site will immediately leave this site and notify a teacher of this contact.
- Students should not download or play any games, music or movie files from the Internet.
- Students should not subscribe to any newsgroups or list serves or participate in any chat rooms.
- Students should use appropriate and respectful language at all times and should not reveal their name, personal address or phone number or those of any other student in an E-mail.
- 3-8 Students will use their assigned "professional student" accounts for all school related work.
- Students will correspond electronically with NOCCS staff only using the NOCCS staff member's work (@noccs.org) email account.
- Student should not eat or drink while using any computer in the school.
- Students are responsible for keeping the computer area clean and tidy. Save your work in the correct folder.
- Students will use computers respectfully and never vandalize the technology equipment
- Cyber bullying is not allowed! This a suspendable offense.

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

Student's signature _____

Date _____

Parent/Guardian's Signature _____

Date _____

3. Communications at NOCCS

Communicating with Staff

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

NOCCS Communication Guidelines

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

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

- If you are unsure as to how to get a question answered or an issue resolved, please always feel free to ask a NOCCS staff member who will be more than happy to help to direct and assist you in this process.
- Whenever possible, speak directly to the person involved.
- Avoid talking about a person or situation to parties who are not directly involved.
- Avoid engaging in activities that could be perceived as gossip, spreading rumors, and/or other forms of indirect, unproductive, and/or potentially harmful communication.
- If needed, contact the Head of School and/or Dean of Students & School Culture to help to facilitate any difficult conversation.
- Whenever possible, try to talk to the other party in person.
- Find a time to talk that facilitates thoughtful and respectful dialogue.
- Be mindful of timing and respectful of the schedule and/or time commitments of the parties needed for any conversation.
- Use established communications systems (such as staff emails and office hours) to schedule and hold conversations.

NOCCS Grievance Procedure Passed 12-2012

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

Procedure:

1. Our community encourages honest, face-to-face communication. If a member of the NOCCS community is concerned with someone or some group's behavior, it's best to first communicate your concern directly to the person or group concerned using the communication guidelines and protocols outlined in NOCCS Student-Family Handbook. Upon request, this discussion can be facilitate

2. If there is an unsatisfactory resolution, then the complainant must communicate his/her grievance to the NOCCS Director. This communication may be submitted in person or writing. Depending on the nature of the complaint, the Director may choose to address this directly or to designate another NOCCS employee or trustee to address the issue.

a. If the complaint is about the Head of School – go right to step 3.

3. If the complainant is not satisfied with the Head of School's resolution of the grievance or if the grievance is about the Head of School, the complainants can request the Board to review the complaint subject to the following procedures and guidelines:

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

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

5. The Board's appointees will review the grievance and request a written response from the party against whom the grievance has been made. The written statements will be given to both parties. (If the party against which the grievance has been made chooses not to participate, the grievance process may still proceed.)
6. The Board's appointees will investigate the complaint. They may interview the parties, request a face-to-face meeting, request additional information, or devise other ways of investigating the complaint.
7. The Board's appointees will report their findings to the Board, and whether the complaint has merit. If they discover that the grievance is well founded they will recommend corrective action.
8. The NOCCS Board is the final arbitrator and has the final decision in any grievance. Based on the findings of its appointees, the Board will decide what, if any, steps to take.

NOCCS Uniform Complaint Procedures Version Passed 12-2011

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

Annual Notice to Students of Uniform Complaint Procedures

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

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

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

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

NOCCS Uniform Complaint Form

Name:

Date:

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

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

Please provide us with the necessary background and details to understand your complaint:

- I have reviewed and understand the NOCCS Uniform Complaint Procedure and the NOCCS Grievance Procedure.

Signature

Date

FOR OFFICE USE ONLY

Date Received: By:

4. Attendance, Tardy and Truancy

Attendance, Tardy and Truancy Related Procedures and Policies

Revision Passed by NOCCS Board September 2009

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

For these reasons:

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

Absences

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

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

- Families are responsible for ensuring completion of homework every time the child is absent (excused or unexcused). Teachers may require additional make-up work, in which case the

make-up work should be submitted to the student's teacher within twenty four hours of the child's return to school. For multiple days of absence, the child will be given the equivalence of the number of days absent to return make up work.

- Absences will be tracked by the school and reported to families in the child's progress report.

Parents/Guardians are responsible for contacting the school when their child is absent:

- If the absence is **unplanned**:
 - \Parents/guardians are expected to contact the school (655-0540) on the day of the child's absence by no later than 9:00 AM. Parents/guardians may leave a message with the following information:
 - a. Parent/Guardian's name
 - b. Child's name
 - c. Child's Teacher and Grade
 - d. Reason for absence
 - e. Date of absence
 - * *If the parent/guardian fails to contact the school by 9:00 AM, they will receive a phone call to (a) inquire about the child's absence.*
- If the absence is **planned** and is for a period of three days or less, parents/guardians are expected to contact the school, in writing, a minimum of 24 hours prior to the child's absence. Parents/guardians should include the following information in their note:
 - a. Parent/Guardian's name
 - b. Child's name
 - c. Child's Teacher and Grade
 - d. Reason for absence
 - e. Date of absence
 - f. Date note was written

Tardies

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

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

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

Truancy

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

Truancy Due to Excessive Absence

- If a child accumulates a total of two unexcused absences in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned about the child's unexcused absences.
- If a child accumulates a total of five absences in a trimester (excused and/or unexcused), the parent/guardian will receive a letter from the school. The letter will place the family on notice that the school is concerned that the child's absences could be adversely impacting the child's educational experience.
- If a child accumulates a total of eight absences in a trimester the parent/guardian will be required to attend a meeting with a NOCCS Official where an attendance improvement contract and plan will be created. Through the attendance improvement contract and plan, a NOCCS Official will, in consultation with the student's teacher and family:
 - Create attendance goals for the remainder of the year
 - Identify support strategies for helping the family to achieve these goals
 - Devise an academic program for the child to complete in order to ensure the student receives the educational content and skills needed for mastery of grade level content and skills. The student will be given the number of total days of absence to complete the academic program.
- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which is measured by three additional absences (11 total in a trimester), and/or the student fails to satisfactorily complete the academic program within the contracted time, the family will be required to meet with a NOCCS Official to revise the contract.
- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two additional absences (13 total in a trimester), a NOCCS Official may request that the case be reviewed by the NOCCS Board. In such event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the Head of School or NOCCS Board. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address a NOCCS Official or Board of Trustees and present any relevant information concerning the student's attendance. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

Truancy Due to Excessive Tardiness

- If a child accumulates a total of five unexcused tardies in a trimester, the parent/guardian will receive a letter from the school. The letter will place the family on notice that the child's tardiness is adversely impacting the learning environment for the child and his or her fellow students.

- If a child accumulates a total of ten unexcused tardies in a trimester, the parent/guardian will be required to attend a meeting with a NOCCS Official to design an on-time attendance improvement plan and contract. Through the on-time attendance plan and contract, a NOCCS Official in consultation with the family:
 - a. Create on-time arrival goals for the remainder of the year
 - b. Identify support strategies for helping the family to achieve these on-time arrival goals
- If, after the attendance improvement contract and plan are executed, the family continues to demonstrate a pattern of repeated truancy, which will be measured by three or more additional unexcused tardies (13 total in a trimester), the family will be required to meet with a NOCCS Official revise the contract.
- If the family continues to demonstrate a pattern of repeated truancy, which will be measured by two or more additional unexcused tardies (15 total in a trimester), a NOCCS Official may request that the case be reviewed by the NOCCS Board of Trustees. In such event, the family will be provided with written notice at least 10 days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. The family may elect to have the case reviewed in closed session by providing written notice of such request to the Board Chair at least four days prior to the date that the case will be reviewed by the NOCCS Board of Trustees. As part of the review process, the family will be provided with the opportunity to address the NOCCS Board of Trustees and present any relevant information concerning the student's tardiness. Following its review of the case, the NOCCS Board of Trustees may elect consequences including but not limited to mandated summer school program enrollment, retention, or disenrollment from NOCCS.

5. Academic Support Procedures and Policies

Homework

All NOCCS students are expected to read on a nightly basis. Generally, students in grades K-4 are given weekly homework packets. Students in the 5-8 generally receive nightly homework and/or project work that students are expected to complete both at home and during the school day.

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

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

Supports for Students with Academic Struggles

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

Family Conferences

The student assessment data described above and administered in the first month of school is reviewed with parents/guardians (and with the students themselves in grades 5 – 8) through our Fall Family Conferences. At these conferences, goals are set for the remainder of the Fall Trimester. Progress towards these goals is reviewed in the Fall Trimester Progress Report, and new goals, if applicable, are set for the Winter Trimester.

Families attend a second conference at the end of the Winter Trimester where the second trimester progress report is discussed and end of the year goals are established. For students with significant learning needs or who are at risk of retention, an additional conference is scheduled in the middle of the last trimester. The final progress report of the year is completed and sent to parents/families at the end of the school year.

Special Education Program

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

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

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

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

In the case of a special education student, or a student who receives 504 accommodations, NOCCS will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

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

504 Program

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

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

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

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

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

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

Promotion and Retention Policy and Procedures

FINAL – Passed by NOCCS Board: 12-10-2011

- NOCCS students shall be assessed, using multiple state-mandated, school-wide, and classroom-based measures, throughout the school year to gauge student understanding, achievement, and/or growth.
 - State-mandated measures include the California Standards Test for students in grades 2 – 8 and the CELDT for English Language Learners.
 - School-wide measures may include, but are not limited to, the following: tri-annual progress reports, interim mathematics assessments, Teachers' College Running Records, Fountas and Pinnell reading assessments, and various "performances of understanding".
 - In addition, NOCCS teachers may develop and use a range of classroom based assessments (performance tasks, experiments, observations, quizzes, and tests).
- Students who demonstrate a pattern of moderate to strong growth and/or achievement towards school and state academic standards as measured by two or more of the assessments outlined above for each core subject area, in addition to successfully completing other state and school requirements (such as PE and CAL) shall be considered in good standing for promotion.

- Students who demonstrate a pattern of low and/or limited growth and/or underachievement towards school and state academic standards as measured by two or more of the assessments outlined above for two or more core subject area will be identified as at-risk of retention by their teacher(s) at the start of the end of each trimester. Whenever possible, this will be documented in writing in the comments section of the progress report.
- The teacher will work with the Administrative Team, the student's family, and/or other personnel to develop a plan, implement, and monitor a plan to provide the student who is deemed at risk of retention with the appropriate support and/or intervention strategies.
- Support and intervention may include, but is not limited to:
 - Specific, targeted classroom-based instruction
 - Differentiated assignments
 - Referral to/participation in the Student Success Team process
 - Referral to/participation in the NOCCS Math Squad program
 - Referral to/participation in the NOCCS Extended Day Program
 - Referral to/participation in an academic support program outside of NOCCS
 - Referral for assessment for special education
- Students who receive documented support and intervention strategies for one or more trimesters and still fail to make improved progress and/or continue a pattern of underachievement towards school and state academic standards as measured by two or more of the assessments outlined above may be identified as candidates for retention.
- Students identified as candidates for retention must be identified as such on or before their Winter Trimester Progress Report.
- Teachers must schedule¹ a minimum of two parent-teacher conferences for all students identified as candidates for retention. It is recommended that these conferences take place at the end of the Winter Trimester and in the middle of the Spring Trimester.
- At the first conference (held at the end of the Winter Trimester) the teacher will:
 - Review the student's achievement data and outline areas of concern
 - Review support strategies that have been implemented and document their results
 - Inform the parent/guardian that the student is being considered as a candidate for retention
 - Collaborate with the parent/guardian and/or other personnel to develop and document additional plans and strategies to support the student
 - Discuss and understand the pros and cons of retention as a support strategy
- At the second conference, the teacher and a member of the administrative team must be in attendance. At the second conference (held within the Spring Trimester), the team will:
 - Review the student's achievement data and outline areas of concern
 - Review support strategies that have been implemented and document their results
 - Inform the parent/guardian that the student is being considered as a candidate for retention
 - Make a decision in regards to the use of retention as a strategy, including consideration of factors such as the academic, effort, age, maturity, developmental, social, and emotional levels of the student

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

- o Collaborate with the parent/guardian and/or other personnel to develop and document additional plans and strategies to support the student
- o If a student is in the process of being assessed for Special Education services or has an Individualized Education Plan, an IEP meeting will be held in conjunction with this second conference in determining the use of retention as a strategy
- Whenever possible, the team (parent/guardian, teacher(s), specialist, and administrative team) will work collaboratively to make a decision to move ahead with the use of retention as a strategy. However, should there be a lack of consensus; the Director will make all final decisions related to retention for students in grades 1 through 8.²
- Determinations about retention shall be documented in the student's final (Spring) Progress Report.
- If a student is retained, a team ideally comprised of the Parent/Guardian, Teacher, Administrative Team Member, and other support personnel shall design a plan to support the student through the retention process.

² For students in Kindergarten, the parent/guardian shall make all final decisions about retention

6. Drop Off, Dismissal and Pick-Up at NOCCS

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

Morning Arrival & Afternoon Dismissal

Students in grades K-4 have supervised recess in the elementary yard (west side of the building) from 8:15-8:30 each morning (except on rainy days). Students in grades 5-8 have supervised recess in Linden Park (east side of the building) from 8:15-8:30 each morning (except on rainy days). All students then meet their teachers at 8:30 and proceed into the building. Students arriving late must check into the office before proceeding to class.

Students are dismissed from the same place they begin their day, in the elementary yard (K-4) or Linden Park (5-8) on non-rainy days.

During rainy days students will begin and/or end their school day inside. Students in grades K-2 will meet in the NOCCS atrium. Students in grades 3-8 will meet in the NOCCS MPR (Multi-Purpose Room).

GENERAL BEFORE SCHOOL DROP OFF

Before School Care

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

Drop Off Zone

- Families who are **dropping off via car** should make sure to obey the following guidelines in order to make curb-side drop off safe and efficient for all:
 - **Students** (who are not being walked into the building by parents/guardians) **are to exit cars exclusively in the drop-off zone.**
 - Drivers with other small children in the car (who are *not* exiting at NOCCS) are asked to consider placing car seats on the left side of the vehicle so that students coming to NOCCS can safely exit the car *on the curb side* of our drop off zone.
 - Drivers are to approach the surrounding 3 block vicinity of NOCCS with extreme care and caution, paying close attention to all speed limits and looking out for students and families who are coming to school on foot and bicycles.
 - **Drivers are advised to approach the school from 40th Street (rather than driving up or down 42nd) and then turning onto Linden Street.**
 - From Linden, drivers are to turn left onto 42nd Street and pull into the NOCCS drop-off zone which will be marked off with cones and signage.
 - **Pull all the way forward in the drop-off zone**, which should be able to accommodate three cars at a time. Do not stop short if there is space to pull forward.

- **Do not stop to unload in the handicap access space or in the crosswalk.**
- Once passengers have been unloaded, drivers are to signal to pull up and out of the drop-off zone, again, making sure to look very carefully for pedestrians and bikes.
- Parking or vehicle standing is never allowed in the drop off zone during drop-off times.
- Drivers should proceed down 42nd Street and turn onto Adeline. **U-turns should NEVER be made on 42nd Street during pick up or drop off times.**

Park and Walk-Ins

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

Biking, Skating, Walking to School

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

GENERAL DISMISSAL

- Dismissal takes place at the following times:
 - Kindergarten through 4th grade: 3:00 – 3:10 PM on Monday, Tuesday, Thursday, Friday
 - 5th – 8th: 3:15 – 3:25 PM on Monday, Tuesday, Thursday, Friday
 - Kindergarten – 8th: 1:30 – 1:40 PM on Wednesday

- 5-8th Elective Instructors are to walk their students to Linden Park for dismissal via the 6-8 hallway.
- Homeroom teachers are to meet their students in Linden Park and sign them out.
- Families choosing to allow their children to play on the Linden Park play structure or basketball courts **MUST WAIT UNTIL DISMISSAL IS OVER AT 3:25P** before allowing their children to play on the structure. Children must be supervised by parents at all times.
- Students who are dismissed from classrooms as walkers, bikers, or who take public transportation are to go directly home. These students should not stop and play on the Linden Park play structure or basketball courts unless otherwise arranged, in writing, with the Head of School.
- Play on the NOCCS playground is reserved for students registered into the NOCCS EDP program only.
- Any students not picked up within 10 minutes of their dismissal time will be brought to the office where the teacher will assist the student in calling home.
- The NOCCS Director of Student Support and Head of School will do a sweep of the building and playground areas surrounding NOCCS (including the Linden Park play structure) at 3:30 PM. Any unaccompanied child found in the building or surrounding park areas after 3:30 PM will receive a phone call home. Parents/guardians will then need pick students up from NOCCS (main office or EDP) unless otherwise arranged by a NOCCS Administrator.

CARPOOLING / PICK-UP BY NON-GUARDIAN ADULT

If a parent or guardian makes arrangements to have a non-guardian adult pick-up their child, they must inform their child. Sudden changes can be upsetting for children.

The parent or guardian must also notify the NOCCS office **IN WRITING** about these arrangements. These notes can easily be left for the teacher on their communications clipboard. The note should include:

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

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

COMMUNICATING PICK-UP PLAN CHANGES

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

- Please make every effort to have your after-school pick-up and play date arrangements finalized before you say goodbye to your children in the morning. Please refrain from arranging last-minute playdates after school.

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

NOCCS 5th – 8th Grade Independent Dismissal Permission Slip



Student Name:

- Students in grades 5th – 8th may, with their parent/guardian’s permission independently walk, bike, skateboard, and/or take public transportation to and from school.
- Students who have permission (and the responsibility) of leaving school independent of parent/guardian/adult do so under the following terms and conditions:
 - o All students must leave campus (including the adjacent parks) directly at dismissal and go directly to their destination.
 - o Students are to conduct themselves in a respectful manner at all times when coming to and/or going home from school.
 - o Students are subject to school rules and codes of conduct at all times that they are en route to and from school.
 - o Students will be dismissed ONLY to travel to the destinations designated below. Parents/guardians must notify the office in advance of any changes to these destinations.
 - o Students who disregard these expectations will be required to be picked up by a parent/guardian until the administration deems the student ready for this responsibility.

The above named student has permission to independently leave school at dismissal on the following days to travel to home or the destination designated by his/her parent/guardian(s):

Week Days	Allowable Destination(s)	Mode(s) of Transportation
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

We have read and understand the expectations for leaving school independent of a parent/guardian/adult.

Parent/Guardian

Student

Date

7. School Day Health, Safety and Disaster/Emergency at NOCCS

School Day Safety Policies and Procedures

Yard & Recess Expectations and Procedures

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

Because of these beliefs:

- NOCCS staff will have morning duty on a rotating basis in order to provide appropriate supervision of recess times.
- All classes at NOCCS will develop agreements about how they will work together to keep a safe and respectful space during recess times
- Students will respect all living things
- Students will Practice Good Sportsmanship
 - Share balls and equipment
 - Respecting games that are in session
 - Encourage players with “good job” and “nice try”
 - Settle conflicts with “ro-sham-bo” and/or enlist the help of an adult
- Students will Play Fairly
 - Honor the agreed upon game rules
 - Take turns
- Students will Resolve Conflicts Peacefully
 - Use respectful language and tone
 - Use “I Feel Statements” and Peace Talks
- Students will Be Safe
 - No rough play
 - No jumping off the slide (Linden Park)
 - Only go down the slide, never up (Linden Park)
 - No climbing on any fences, trees, benches, etc.
 - No standing on the parallel bars (Linden Park)
 - No standing or sitting on top of the monkey bars (Linden Park)
- Students will Be Helpful
 - Pick up balls and other equipment
 - Help a hurt child
- There are several areas considered off limits:
 - Students may not go beyond fences or fetch equipment from the streets. Only adults may pick up balls or equipment that have gone beyond the street
 - Students may not play in stairwells
- Students will ensure that benches are the “quiet zones” where students may rest, sit, read, or finish a snack. It is also a space for students to “cool off” or have a peace talk.
- On the play structure NOCCS students will demonstrate safe and appropriate playground etiquette including:

1. Walking in the play structure area at all times
2. Sharing the space with neighborhood children
3. Sliding seated and feet first
4. Moving in one direction on the bars
5. Spinning with a maximum of two people at a time for a maximum of 30 seconds per turn.
6. Keeping feet on the spinner when in use.

Lunch & Snack Expectations and Procedures

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

Because of these beliefs:

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

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

Because of these beliefs and findings

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

School Visit Policy

- All visitors to NOCCS must comply with NOCCS safety policies and procedures.
- All visitors/volunteers must immediately check-in to the office and put on a name tag.
- Visitor movement shall be monitored in and around the school.
- All minors visiting the NOCCS campus must be accompanied by an adult unless permission is granted by the NOCCS Directors for the minor to make an unaccompanied visit.
- Siblings of NOCCS students or minors visiting with parents or authorized pick-up adults are the sole responsibility of parents and/or authorized pick-up adults and must remain under the supervision of those parents or authorized pick-up adults.
- If an emergency drill, alarm, or procedure is in process during a visit, visitors are expected to comply with all safety procedures and protocols and must comply with all directions given by a NOCCS staff member.
- If suspicious or threatening visitors are encountered, NOCCS' Lockdown Protocol shall be utilized.

Field Trips and Chaperoning Policy and Procedures

How to be a NOCCS Field Trip Driver

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

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

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

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

DMV records can be ordered with forms downloaded from the DMV website, as well as forms on file at the NOCCS Office. If you mail the order in, you must allow for a month delivery time. If you need immediate classification as a driver, you can take the form in person to the DMV to receive your driving record immediately.

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

NOCCS Chaperone Expectations

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

Please do:

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

Please don't:

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

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

NOCCS Health and Safety Procedures

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

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

Emergency Information

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

must be able to contact you or a reliable neighbor or relative any time of the day. If there are changes during the year please immediately fill out a correction form (in the office).

Medical Concerns

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

An adult needs to bring the medication to the school office in its original container and with the pharmacy label attached. The Office staff and/or Director will be responsible for administering medication. Your child must be responsible for coming to the office for his/her medication at the needed time. Our staff will help implement this procedure.

Keep your child at home if: he/she has had a temperature or has vomited in the last 12 hours.

General Concerns

Please immediately notify the teacher and Office staff of any medical conditions that may affect your child at school. Please be sure to communicate any allergies or chronic health issues on your child's emergency card.

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

Lice Policy

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

For this reason, NOCCS has a lice policy.

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

Disaster Preparedness

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

- In the case of an emergency we will use the One Call Now System to alert families of the situation and to provide them with important information about the conditions at the school and/or emergency steps we have taken. It is important for families to "opt-in" if they want to receive this information via text.
- No student will be dismissed from school unless a parent /guardian or person designated by a parent/guardian comes for him/her
- No child will be allowed to leave with another person, even a relative or babysitter, unless we have written permission to that effect or that particular person is listed on the student's emergency card in our files. With this in mind, if your child's emergency information is not up-to-date, please provide this information to our office asap
- All parents or designated guardians who come for students must sign them out at the office or at the alternative Student Release Station. Signs will be posted on the front door if this alternative location is being used

- We are prepared to care for children in the event of a critical situation or if parents are not able to reach the school. We have a number of people with first aid certificates and will be in communication with local emergency services. We do ask for your help in the following areas:
 - please do not call the school; we must have the lines open for emergency calls
 - following an earthquake or other major emergency, do not immediately drive to the school – street and access to our school may be cluttered with debris; the school access route and street entrance areas must remain clear for emergency vehicles
 - do turn your radio to 740 (KCBS), 810 (KGO) or 530 on the AM dial; information and directions will be given over the radio.

Earthquake Kits

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

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

NOCCS Disaster/Emergency Plan and Procedures

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

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

PRE-EMERGENCY PLANNING AND PREPAREDNESS

Site Specific Emergency Phone Numbers

Emergency – (Medical, Police and Fire) 911
 Local Police – 510-622-2916
 Local Fire – 510-238-4000
 Ambulance – 911 or 510-695-6600
 Poison Control – 1-800-523-2222
 Utilities (PG&E) – 1-800-743-5000

Nearest Hospitals:

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

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

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

**Home Depot Parking Lot
3838 Hollis Avenue
Emeryville, CA 94608**

Medical Emergency Procedures

First Aid is everyone's responsibility. Being ready to give emergency care can make the difference in saving a life, relieving pain and preventing further injury or infection.

Students injured while at NOCCS are cared for in the following ways:

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

Drills

NOCCS' fire evacuation drill procedure is as follows:

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

Earthquake Procedures

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

Evacuation

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

FOLLOW-UP IMMEDIATELY AFTER AN EVACUATION

Upon arriving, teachers:

- Report injured or trapped people to Director.
- Provide first aid, if needed. Seriously injured students are not moved from designated area.
- Take class roll from list in emergency bag.
- Check for fires and check for gas leaks.
- Locate and respond to injured or trapped people.
- Turn off main electrical circuits and check for electrical hazards.
- Check for pipe breaks and turn off valves as needed.
- Replace phone receivers on hooks.

Supervision of Students

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

Gas Leak/Explosion Procedures

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

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

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

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

Bomb Threat Procedures

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

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

Crisis Protocol - Lockdown

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

On an annual basis the administrative team (and Safety Committee) will review and evaluate site security and safety. Assessment will include the following areas: crisis preparedness, security operational policies and procedures, and physical security measures (access control, intrusion detection / warning systems, inventory and key control, perimeter security and physical design).

The most common school security measure used to prevent violence or other disrupting acts requires school staff to monitor both student movement and visitor movement in and around the school.

Lockdown

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

Upon being notified of the lockdown:

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

Injury and Illness Prevention

Injury and Illness Prevention Policy

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

Responsibility

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

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

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

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

Hazard Assessment

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

Periodic inspections are performed according to the following schedule:

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

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

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

Hazard Identification

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

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

Hazard Correction

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

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

Health and Safety Guidelines

Bloodborne Pathogens

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

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

Emergency Action Plan

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

Emergency evacuation alarms

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

Exits (means of egress)

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

Hazardous materials

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

Housekeeping

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

Office safety

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

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

Sanitary conditions

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

8. Admissions Procedures

ADMISSIONS REQUIREMENTS, PREFERENCES, AND DEFINITION OF TERMS

September, 2015

Admissions Requirements are as follows:

- The applicant family must complete and submit an application form provided by the Kindergarten applicants must meet the age requirements for public school attendance specified in SB1381:
 - 2014 – 2015 Academic Year and Onward, children must turn 5 years of age before September 2, 2010.
- The applicant family must sign a document stating they have read the introductory materials provided by NOCCS and/or visited the NOCCS website at www.noccs.org.

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

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

- Currently enrolled students: to ensure educational continuity
- Siblings of enrolled and admitted students: to keep families together
- Children of NOCCS staff (not to exceed 10% of total enrollment)³: to honor those committed to public education
- Children of NOCCS board members who have completed a required term of service (not to exceed 10% of the total enrollment): to honor those committed to public.
- Students from schools within OUSD (in which 50% or more of students qualify for free and reduced lunch and in whose attendance boundary the charter school resides)⁴: to provide an equitable, high quality public school option to Northwest Oakland students and families
- Other prospective students residing within OUSD boundaries: to serve as a public school option for students and families of Oakland
- All other applicants

Admissions Policy and Procedure Definition of Terms:

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

- Currently enrolled whose parents or guardians have indicated, in writing, in advance of a stated deadline, their intent to return for the following school year.

³ Term of service for kindergarten applicants is 2 years. Term of service for all other applicants is one year.

⁴ For the 2015-2020 charter term, these schools will include the attendance zones of all underperforming OUSD schools in Northwest Oakland as described in section A of this charter. This includes Sankofa, Emerson, Hoover, and Claremont Middle School Students from these neighborhood attendance areas will receive a lottery preference as outlined in the NOCCS Admissions Policies and Procedures.

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

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

- Kindergarten and 6th grade applicants who provide proof of residence within the Oakland Unified School District's Northwest Oakland Neighborhood Attendance Area(s)⁵ Neighborhood Attendance Area School(s)⁶ for so long as the Neighborhood Attendance Area School is a designated "Program Improvement" school as defined by NCLB and/or 50% or more of its students qualify for free and reduced priced lunch, shall be drawn, in a separate pool, until 40%⁷ of all available kindergarten and 6th grade lottery spots have been filled. Once 40% of all available kindergarten lottery spots have been filled, all remaining applicants in the Neighborhood Attendance Area pool shall be combined with all other Oakland resident applicants for the remainder of the lottery draw. In the case that there are fewer Neighborhood Attendance Area applicants than 40% of all available kindergarten and 6th grade lottery spots, the remainder of the available spots will be made available to the pool of all other Oakland resident applicants.
- Oakland residents who provide proof of residence within the Oakland Unified School District will be drawn in, in a separate pool, prior to non Oakland residents.

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

Underperforming School – For the purposes of the NOCCS Admissions Policy and Procedure, an underperforming school is defined as a public school currently designated as a Program Improvement School under No Child Left Behind (NCLB).

APPLICATION

- 1) Families eligible for admissions preferences identified in the NOCCS Admissions Policy must notify the Admissions Committee, in writing concerning their wish to enroll their child and complete an application form

⁵ This includes the attendance areas where NOCCS is located at 1000 42nd Street in Oakland, CA

⁶ As per the 2015-2020 NOCCS Charter, and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2016-2017 admissions lottery, NOCCS students zoned to attend Emerson Elementary, Sankofa Elementary, Hoover Elementary, or Claremont Middle School shall be qualified as Neighborhood Attendance Area residents.

⁷ For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

prior to the latest published application deadline. Failure to do so will mean that their application will not be given an admissions preference prior to the NOCCS Lottery and Enrollment Process. Families eligible for admissions preferences identified in the NOCCS Admissions Policy that submit the required application and documentation materials after the published deadline will be placed on the top of the NOCCS Admissions Waiting List in accordance to their admissions preference status, with first preference going to already enrolled students, second preference going to siblings, third preference going to children of staff, and fourth preference going to board members. .

- 2) Families eligible for lottery preferences identified in the NOCCS Admissions Policy must submit all relevant proof of residency prior to the stated application deadline. Failure to do so will mean that their application will not be given a lottery preference and will be entered into the lottery accordingly.
- 3) All applicants must submit a completed application prior to the stated application deadline. Failure to do so will mean that their application will not be entered into the lottery. Applicants that submit the required application materials after the stated application deadline will be placed at the bottom of the NOCCS Admissions Waiting List in the order they are received.
- 4) New families can request an information packet including relevant requirements and dates of the admissions process.
- 5) Complete applications must be received via online process (<https://noccs.schoolmint.net/signup>), mail or hand-delivered to the director or head of admissions by the published application deadline. Return receipt service is recommended for mailed applications. Faxed and emailed applications are not acceptable. Complete applications consist of the application form, a copy of the child's birth certificate to verify age, copy of any OUSD determination letters or documentation that establish OUSD resident status, if applicable – this is particularly recommended for applicant families that reside at addresses bordering OUSD and other districts. In addition, three forms of supporting documentation proving residence must be submitted with the application. At least one responsible adult member of the applicant family must attend an orientation meeting/open house, if offered by the school.
- 6) Applications must be re-submitted for every new academic year to ensure accuracy. Public Drawing wait list positions are only good for the academic year for which the drawing was held.
- 7) Families will be notified of NOCCS' preference for Oakland residents. Three documents verifying the addresses of the child must be included with each application to verify the address of the child. Applicants wishing to exercise Oakland resident preference who reside at an address that may fall within multiple school districts must submit clarifying documentation with their application. Applicants are advised to make all necessary arrangements prior to the deadline for admissions in order to submit a complete application by the deadline. Submitting a complete application is the sole responsibility of the applicant. Applicants must also attend an admissions open house, if offered.

The following are examples of documentation that can be used as proof of residence (specific financial information can be blacked out). The documents must show the student's parent's, guardian's or caregiver's name and address.

- Automobile driver's license or official California I.D. Card from the Department of Motor Vehicles (must be used for one verification of address) AND two of the following:
 1. A bill dated within 90 days: PG&E, home telephone bill, water bill, garbage bill, or cable bill.
 2. In combination only, automobile registration and automobile insurance (the documents count for two of the three required documents, but must be provided together).
 3. Homeowner's/renter's insurance policy.
 4. Rental agreement copy.

5. Property tax statement.
6. Official letter from a social services/governmental agency within 90 days.
7. A copy of any OUSD letters or documentation of OUSD resident status.
8. Transitional families only: Transitional families reside at a non-permanent address, such as a motel/hotel, shelter, car, or are doubled up with relatives or friends. Transitional families who are unable to establish a permanent residence can go to the Transitional Students and Families Program in Portable 15 at 1025 2nd Avenue for residency verification and assistance.

- 8) Applications will be received by the NOCCS office. The NOCCS office will note the date and time of receipt on the application form. This notation will act as the official receipt of the application. No exceptions will be considered.
- 9) All applications will be reviewed by the NOCCS office a minimum of two weeks prior to the NOCCS lottery.
 - Incomplete applications reviewed prior to the application deadline will be notified via email. In the case that the applicant is without or fails to provide an email address, the school will attempt to contact the applicant by mail or phone. These applicants will be given until the admissions deadline to take corrective action in order to meet all application requirements.
 - Incomplete applications reviewed after the application deadline will be notified by email. In the case that the applicant is without or fails to provide an email address, the school will attempt to contact the applicant by mail. These applicants will be disqualified from the receipt of preferences or entry into the lottery depending on the application error.
- 10) All completed and reviewed applications will be validated and logged into the NOCCS Lottery Database. Applicants with completed, validated, and logged applications will receive a confirmation email. In the case that the applicant is without or fails to provide an email address, the school will attempt to contact the applicant by mail. Due to the minute yet real chance of failure inherent to all forms of delivery, an application cannot be assumed received, completed, validated, and logged for entry into the lottery by NOCCS until this confirmation is received by the applicant family. Each confirmation notice will show a unique application number and note any lottery preferences the student will receive.
- 11) If a family declines an offer of admission or relinquishes a spot after enrollment, the family's current position on the waitlist is forfeited for the admissions year. NOCCS may consider written requests to reinstate an offer of admission on a case by case basis, at the discretion of the Admissions Team, when there has been a significant change in a family's circumstances since the original offer. A request for reinstatement of an admission offer is not a guarantee of admission, since there may be no spaces available at the time. The applicant may be placed on the waitlist, at the discretion of the Admissions Team. Likewise, a sibling that did not previously enter the lottery may be considered for sibling preference on a case by case basis, at the discretion of the Admissions Team, if there has been a significant change in a family's circumstances since the lottery.

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

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

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

- change in financial status of the family
- change of heart

- admissions status change for child at a non-OUSD school.

12) NOCCS reserves the right to reopen the recruiting/admissions cycle once the waitlist has been exhausted.

PUBLIC DRAWING

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

- c) The preference for siblings of enrolled students is effective even in the case of enrolled students on the candidate list for graduation.
- 12) As of the 2005 charter renewal, NOCCS abandoned an admissions preference from its original charter for children of founders. The sole exception is to honor a binding commitment made to the family of Tim Huson and Anne Braghetta who may exercise this preference (per the original policy) at any time in the future.
- 13) To support the core principle of equity, the NOCCS Admissions Policy allows for a lottery preference for Kindergarten applicants who provide proof of residence within the Oakland Unified School District's Neighborhood Attendance Area(s) for 1000 42nd Street in Oakland, CA (Neighborhood Attendance Area School(s)⁸). Kindergarten applicants' residential address at the time of application will be placed into the OUSD School Finder system and used to determine if they are eligible for this preference. Applicants who qualify for this lottery preference shall be drawn, in a separate pool, until 40%⁹ of all available Kindergarten Lottery spots have been filled. Once 40% of all available Kindergarten Lottery spots have been filled, all remaining applicants in the Neighborhood Attendance Area pool shall be combined with all other Oakland Resident applicants for the remainder of the lottery draw.
- 14) All applicants will be drawn, even past the point of available spots, to create a wait list order.
- 15) Families who are not Oakland residents are drawn similarly to Oakland residents in a separate pool. Their waitlist order number continues the sequence left off by the Oakland residents.
- 16) Applicant siblings of children who have been accepted will be noted, but the random drawings for their classes will occur normally. Applicant families should be aware that even if they are drawn at the top of their pool and a spot exists, siblings of admitted students in the same grade pool will be offered admission before their applicant.
- a) Applicant siblings of children who have been admitted will be given provisional preference over their peers. Their preference will go into effect only if the admitted sibling actually accepts the position and then enrolls by the given deadline. If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the original, randomly assigned order.
- b) In the case of multiple siblings with provisional preference, order will be determined by the order in which their admitted siblings were drawn.
- c) Children with siblings admitted after the drawing will receive provisional preference over other waitlisted children but not over enrolled or admitted children. If the admitted sibling does not accept by the deadline or does not ultimately enroll, the waitlisted sibling's relative position within the applicant pool will default back to the originally assigned order.
- d) Kindergarten applicant siblings will occupy provisional spots designated for the general Oakland Resident pool (not the neighborhood attendance area pool of which 40% of all available lottery spots will be first drawn).
- 17) The waitlist shall remain in effect throughout the following academic year. However, families will be informed that position on the waitlist does not supercede higher order preferences. For instance, a 3rd grader enrolling mid-year with a sister in 1st grade and seeking admission at NOCCS -- if an opening becomes available in the 1st grade later that academic year, the sister will be offered admission before anyone on the waitlist.
- 18) Any applications that come after the deadline will be added to the end of the waitlist in order of receipt date. However, NOCCS reserves the right to run a secondary lottery in special cases, such as the creation of a new

⁸ As per a 10/2012 Administrative Revision to the NOCCS charter, and due to the closure of Santa Fe Elementary School in June 2012, beginning with the 2013-2014 admissions lottery, NOCCS students zoned to attend Emerson Elementary and Hoover Elementary shall be qualified as Neighborhood Attendance Area residents.

⁹ For the purpose of determining a whole number of available spots, any decimal above .1 shall result in the number being rounded upwards to the next whole number.

classroom, etc. In the case that a secondary lottery is needed due to special circumstances, any applications that come after the deadline will be added to one of two additional pools independent of the pool created for on-time applications:

- a) Oakland residents
- b) Not Oakland residents

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

ADMISSIONS

- 1) A student who was drawn for an open slot in the lottery or granted a placement through an admissions preference shall be notified by email, mail, and/or telephone/voicemail. NOCCS staff will post a public list of the lottery results within 5 working days of the drawing.
 - a. The deadline by which the family must accept or decline will be made clear at this time.
 - i. For applicants offered placement after the NOCCS lottery this timeline will generally be a 72 hour period.
 - ii. For applicants offered placement from the waitlist this timeline will generally be a 24 to 48 hour period.
 - b. For 4 – 8th grade applicants offered placement after the NOCCS lottery, a ½ day “student visit day” will be scheduled. This day will be scheduled prior to the deadline for acceptance of the offer of admissions. In order to minimally disrupt our educational program, no other special arrangements will be available between the offer of admission and deadline for acceptance.
 - c. For 4 – 8th grade applicants offered placement from the waitlist, a ½ day “student visit day” may be schedule at the discretion of the Director.
 - d. For K – 3rd grade applicants offered placement after the NOCCS lottery, the school will host a reception and question/answer session. This event will be scheduled prior to the deadline for acceptance of the offer of admissions. Children may attend this session with their parent(s), however, visits to classrooms will not be permitted at this event.
 - e. For K-3rd grade applicants offered placement from the waitlist an informational meeting may be scheduled with a NOCCS staff member at the discretion of the Director.
- 2) The family must accept or decline admission within 72 hours of sent notification. Acceptance must be made in writing and received by NOCCS with the 72 hours period, using a standard form to secure the offered spot Declines should also be made in writing, but the absence of either will be taken as an implicit decline.
- 3) If a family declines, the next family on this waitlist is offered admission.
- 4) Until all available spots are filled, the status of all applicant families is undecided.
- 5) A prospective, current, or wait-listed family may submit a formal grievance to the Board.

- 6) Applicants granted admission or waitlist status on false pretenses will result in forfeiture of enrollment or waiting list placement at NOCCS for the admissions year. This is the case even if the false information had no material effect on the applicant's admission to NOCCS.
- 7) Applicants granted admission must submit all required documents for enrollment in order to secure the offered spot by the deadlines given by the Admissions Team. Failure to meet these deadlines can result in a withdrawal of the admissions offer. The applicant family must sign a document saying that they have read the introductory materials provided to them as part of enrollment.

NOCCS Disenrollment Policy (passed 2-7-08)

- At the beginning of the school year, all NOCCS students are required to be present on the first day of school. If a child is not present on the first day of school without prior arrangement with the Director, his/her name will be dropped from the enrollment list and his/her spot will be given to a student on the waiting list.
- Families may disenroll a child from NOCCS using the NOCCS Disenrollment Form or in writing of any form including, but not limited to, emails, notes, or letters. Disenrollment becomes effective upon the school's receipt of the Disenrollment Form or written communication, unless another date is agreed upon in writing between the family and school director. A confirmation of the child's disenrollment will be sent to the family that includes a copy of the family's written communication and the child's official effective date of disenrollment. A written notice of disenrollment from a student's parent(s)/guardian(s), whether done through the NOCCS Disenrollment Form or through another written form, including email, notes or letter, shall be final and irrevocable.
- In addition, if any NOCCS student is absent from school for 5 consecutive school days (e.g. 5 consecutive unexcused absences without calling and speaking with a NOCCS office staff person and making arrangements for independent study) a Notice of Disenrollment will be sent to the student's parent(s)/guardian via certified mail. In this event, the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the student's parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.
- If a family provides verbal notice that they are disenrolling their child, the school will send a Notice of Disenrollment to the student's parent/guardian via certified mail. In this event, the child's disenrollment will be effective 5 school days after the date of the Notice of Disenrollment, unless the student's parent/guardian confirms in writing that the student has not disenrolled and the student returns to school both within 5 school days after the date of the Notice of Disenrollment.
- Disenrolled children wishing to reenroll will be placed at the end of the admissions waitlist for their grade levels.

See next page for Disenrollment Form



NORTH OAKLAND COMMUNITY CHARTER SCHOOL

1000 42nd Street, Oakland, CA 94608
tel. 510-655-0540, fax 510-655-1222

www.noccs.org

Notice of Disenrollment from NOCCS

To the parent/guardian(s) of:

Date of Notice:

Effective Date of Disenrollment:

According to our records:

- You have provided the school with written notice of disenrollment by:
 - Filling out a disenrollment form
 - Other written correspondence

As such we are providing you with this written notice of your child's disenrollment, effective on _____.

Note: A copy of your correspondence is attached to this form.

- Your child/children has/have been absent from school for five consecutive school days without your calling and/or speaking with a member of the NOCCS office staff to alert of the absence and to make arrangements for independent study work for your child.
- You have provided us with verbal notice that you are disenrolling your child from NOCCS.
 - Date of verbal notice:
 - Staff person who received this news:
 - Person our staff spoke with:

Please note that in the event the second or third box above has been checked, if you do not provide written confirmation to the Director of NOCCS that your child has not disenrolled and your child does not return to school within five school days of the date of this notice (see Effective Date of Disenrollment), s/he will be dropped from the NOCCS enrollment list, and his/her spot will be given to a child on the NOCCS waiting list.

If you wish to reenroll after disenrollment become effective, you must fill out a new NOCCS application, in which event your child will be placed at the bottom of the waiting list for the current school year.

A copy of the NOCCS Disenrollment Policy is provided to you on the back of this form.

Director of Operations & Enrollment

Head of School

Date