

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time.

Action Requested:

1.1 None

1.2 Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board.

Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.

INTERVIEW/APPOINTMENT

Subject:

2.1 Interview of NUCS Board Member Candidate

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

A board position is available in Siskiyou County. The board received an application from an interested party. See attached. The board will interview the potential board member.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Northern United Charter Schools

Board Member Application

Personal Information

Title/Pref	Barbara	First Name	A.	Middle Initial	Boerger	Last Name
Home Address	118 N. Oregon St.		City	Yreka, CA	State	96097
Home Phone	N/A	Cell Phone	707.845.4504	Work Phone	N/A	Fax Number
Email Address	babsmail@gmail.com			Post B.A		
Employer	Retired			Title/Position		
Spouse's Name	N/A					

If you have children, are they enrolled in Northern United?

YES/NO

Will you be able to regularly attend scheduled Board Meetings?

YES/NO

Professional Expertise

For the following areas of expertise, please rank your abilities based on a scale of one to five. One (1) represents that you have little to no experience with this area, five (5) represents a high degree of professional expertise in the area, such as the ability to work as professional in this field.

Accounting:

2

Business:

2

Education:

5

Facilities:

4

Finance:

1

Fund Raising:

4

Government:

4

Law:

5

PTO/SSC:

5

Public Relations:

3

Northern United Charter Schools

Education

Education: List colleges, or universities you attended. Please list your most recent education first.

School or Institution and Location	Major	Minor	Degree or Semester Units Earned
Humboldt State U. Arcata, CA	English Lit.	N/A	BA
"	Teaching Writing		? 2 years of coursework
CASA			

California Credentials and Permits Held: Include any California Credentials and Permits held.

Type and Level
Secondary Teaching Credential - English 1989
Certified Parent Project Facilitator

Training: Summarize below the courses, workshops and or seminars you have attended that might be relevant to serving on the Board of Directors.

Title/Topic	Sponsor
Foster Youth/Placement Training	CORE CA State DHHS + Chief Probation Officers Consortium
21 years of trainings regarding at-risk youth, Dept. of Probation and Social Services policy & procedure, Cognitive Behavioral Techniques, Motivational Interviewing, Behavioral/Mental Health.... too numerous to list all.	

Northern United Charter Schools

Legal / Ethical Questions

Please circle YES or NO. If you answer "YES" to any of the following questions, please provide a written explanation for the issue as a separate attachment to this application.

Do or will you or your spouse have any contractual agreements NUCS? YES/NO

Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider/management company or any other company contracting with NUCS? YES/NO

Did or will you or your spouse lease or sell property to NUCS? YES/NO

Did or will you or your spouse sell any supplies, materials, equipment or other personal property to NUCS? YES/NO

Are or will you, your spouse or any member of your immediate family employed by NUCS, its vendors or other contractors? YES/NO

Did, or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "YES" to any of the above questions? YES/NO

Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a member of the NUCS Board? YES/NO

Do you currently serve as a member of any public school district or charter school board? YES/NO

To the best of your knowledge, are there situations not described above which may give the appearance of a conflict of interest between you and the school, or would make it difficult for you to discharge your duties or exercise your judgement independently on behalf of NUCS? YES/NO

Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? YES/NO

Are you presently, or have you ever been involved in an administrative agency proceeding or civil litigation during the past five years? YES/NO

I have taken Ethics training every other year during my employment w/ Humboldt County

Northern United Charter Schools

References

You should list as references those individuals who are capable of describing your ability to serve on the NUCS Board of Directors.

Name	Current Position	Address	Telephone
Petrina Fennell	Retired Super-Vising Probation Officer	4916 Valley West Blvd. Arcata, CA 95521	707.845.1265
Angelina Williams	First Five Calif. Home Visitor	10031 Quarry Hill Lookout Road, Fort Jones	530.598.6761 96032

Criminal Background

Please circle which of the following three choices best describes your situation. If you choose options 1 or 2, please provide, on a separate attachment, what the charges were and which courts were involved:

1. I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
2. I am currently charged with one or more crimes.
3. I have not been convicted, pled guilty or nolo contendere (no contest) to any crimes.

Disclosure Verification

I recognize that all information submitted with this application becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Northern United Charter Schools, its Board of Directors, employees or authorized agents harmless from liability for the disclosure of any information it reasonable believes is true based upon my representations or resulting from this process.

I understand that it is my obligation to notify the School Director should any information change.

My signature below certifies that all information provided in this application is true and complete.

Barbara A Boeger 04/29/2025
Signature Date

Northern United Charter Schools

Employment and Volunteer

Current Employment:

Present Position Title	Present Employer
Contract Child Care Provider	Siskiyou Child Care Council

Previous Work Experience: List your work experience. Please list your most recent employment first.

Position Title	Part-Time or Full-Time	Employer	Dates
Senior Probation Officer	Full	County of Humboldt	Retired: 09/22/2022
Deputy Probation Officer	Full	"	start: 07/09/2001
TANF Eligibility Case Manager	Full	"	07/27/1998 - 07/07/2001
Baker: Bread crew	Full	Northcountry Bakery/co-op	May 1996 - Feb 1998
waitressing, bartending, Substitute teaching	part time x 3	various	1989 - 1996

* don't remember exactly when I was promoted.

Professional Organization or Volunteer Involvement: Summarize any professional organization or volunteer participation. If appropriate, please briefly describe duties or leadership responsibilities you assumed.

Association/Organization	Degree of Activity, i.e. Member or Officer, etc.	Dates
KEET 13 PBS affiliate	Community Advisory Board	2019-2022
KHSU 90.5 NPR Affiliate	Community Advisory Board	? - 4/1/2019
Humboldt Deputy Sheriffs Organization	Secretary	?

Northern United Charter Schools

Narrative Responses

Please take a moment to answer the following narrative questions to give the Board a better understanding of your experiences that would make you a good addition to the school's Board of Directors. Attach a separate sheet if necessary.

<p>Why do you feel you would be a good addition to the Board?</p> <p>My background with at-risk youth has provided extensive experiences that developed insights useful in an alternative school environment. I was the Community School P.I. for one assignment, working with teachers, admin, and support staff working to improve attendance, performance, and attitude.</p>	<p>What experience do you have with either school committees or not-for-profit agencies? As a parent, I was a member of the School Site Council (SSC) at three different schools, with at least 2 terms of leadership. As a probation officer, I was a Wraparound Facilitator and also led Child and Family Team Meetings (CFT). As a member of the CAB at both KEET and KHSU.</p>
<p>Do you have any restrictions which the Board should know about with regards to your participation? (i.e. conflict of interest, meeting requirements, etc.)</p> <p>Would there be a conflict if a family member enrolled in the school program?</p>	<p>Is there anything else you would like to add?</p> <p>At different times in my life I regularly attended school board meetings, including a stint as a community reporter for a small, local newspaper. I also sat on a SARB for several years.</p>

Agenda Item 2.
INTERVIEW/APPOINTMENT

Subject:
2.2 Consideration of Appointment of NUCS Board Member

Action Requested:
Appoint board members

Previous Staff/Board Action, Background Information and/or Statement of Need:
The board is responsible for appointing board members. There is a vacant board seat in Siskiyou to replace a former member who resigned. This term would end 12/10/2027. The board will deliberate on whether or not to appoint a potential new board member.

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.
INTERVIEW/APPOINTMENT

Subject:
2.3 NUCS Board Member Oath of Office

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
When a new board member is appointed, the new board member takes an oath of office. This is facilitated by the board president.

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

3.1 Consideration of Approval of Warrants & Payroll for Northern United-Humboldt Charter School

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Humboldt Charter School - \$101,670.82

Payroll: NU-Humboldt Charter School - \$301,777.67

Contact Person/s: Shari Lovett, Kelley Withers

Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000276441	05/01/2025	AMAZON CAPITAL SERVICES	62-4310	CAASPP supplies	23.87	
				Graduation supplies	59.43	83.30
3000276442	05/01/2025	Angel Fargas dba Angel's Creation Guitar School	62-5800	Music classes - CLC		1,800.00
3000276443	05/01/2025	CITY OF EUREKA	62-5800	Prom 2025 - Wharfinger		703.00
3000276444	05/01/2025	EUREKA OXYGEN CO	62-5800	Dry Chemical, 5lb fuse fire ext		94.00
3000276445	05/01/2025	Fabio Mendes	62-5800	Capoeira azania - NUCS		430.00
3000276446	05/01/2025	HEALTH SPORT ARCATA	62-5800	Swim lessons May12th-15th: NUHCS		1,000.00
3000276447	05/01/2025	HONORS GRADUATION	62-4310	Graduation supplies		282.38
3000276448	05/01/2025	Hyatt Corporation	62-5210	Confirm ID: 1843		2,771.61
3000276449	05/01/2025	KGK RENTALS LLC	62-5450	Inurance - 4620 Meyers Ave.	2.02	
			62-5612	Inurance - 4620 Meyers Ave.	114.89	116.91
3000276450	05/01/2025	P G & E	62-5520	03/10/25 - 04/07/25 statement	421.39	
				03/14/25 - 04/13/25 statement	102.45	523.84
3000276451	05/01/2025	SIMMONS, LORENZA	62-5800	Piano - Biesecker Family	330.00	
				Piano - Freitas Family	240.00	
				Piano - S.Lewis	60.00	630.00
3000276452	05/01/2025	STAPLES ADVANTAGE	62-4310	Copy paper		170.14
3000277144	05/08/2025	AMAZON CAPITAL SERVICES	62-4310	Adapter - ELC	61.96	
				Art supplies / Library books	108.69	
				CAASPP supplies	81.08	251.73
3000277145	05/08/2025	AVID CENTER	62-5210	2025 AVID Summer Institute Registration Fee		5,250.00
3000277146	05/08/2025	CITY OF ARCATA	62-5520	Water - ALC		107.27
3000277147	05/08/2025	Daena L Velasco Acosta	62-5800	Yard work - ELC		75.00
3000277148	05/08/2025	DOMINICK, JENNIFER	62-5800	Piano - L. Coppini (April 2025)		140.00
3000277149	05/08/2025	EUREKA CITY SCHOOLS BUSINESS AND FISCAL SERVICES	62-5800	03/2025 Meals by ECS to NUCS		8,895.35
3000277150	05/08/2025	Fabio Mendes	62-5800	Capoeira azania - NUCS		430.00
3000277151	05/08/2025	Kerr, Wendy	62-4310	Materials & Supplies		10.99
3000277152	05/08/2025	Paradigm Healthcare Services	62-5800	SHN - Basic EHR - May 2025		111.75
3000277153	05/08/2025	Rhonda Rankin	62-5800	OT services - April 2025		937.50
3000277154	05/08/2025	SOFTCHOICE CORP	62-5800	Annua renewal - NUCS		3,933.60
3000277155	05/08/2025	UBEO West, LLC	62-5637	May 2025 statement - NUCS - Humboldt		1,094.10
3000277156	05/08/2025	YOUNG MINNEY & CORR LLP	62-5823	General - NUCS		2,127.00
3000277157	05/08/2025	Cobine, Amanda	62-4310	Contracted services - NUCS Prom		90.64
3000277158	05/08/2025	Boldway, Denise	62-4310	Materials & Supplies - Floral		800.00
3000277159	05/08/2025	KOROBİ STABLES	62-5800	April lessons		300.00
3000277160	05/08/2025	RAINBOW RESOURCE CENTER	62-4110	Materials for students		359.81

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000277161	05/08/2025	RECOLOGY HUMBOLDT COUNTY	62-5560	4620 Meyers Ave		271.81
3000277162	05/08/2025	Starfish Hero Inc.	62-5800	Behavioral Services for A. Troyer (April 2025)		6,598.90
3000277946	05/15/2025	AMAZON CAPITAL SERVICES	62-4110	Science curriculum	32.28	
			62-4310	Art supplies	280.64	
				ELA curriculum	54.58	
				Graduation supplies	49.89	
				Supplies - CLC	221.49	
				Supplies for testing	189.01	
			62-4374	Janitorial supplies	61.41	889.30
3000277947	05/15/2025	BEGINNINGS INC	62-5800	April 2025 Meals		3,735.50
3000277948	05/15/2025	Fire Monkey Catering Services	62-5800	School Meal Program April 2025		1,297.75
3000277949	05/15/2025	H.C.S.D.	62-5530	4620 Meyers Ave - NUCS		201.76
3000277950	05/15/2025	Harmon, Christopher S	62-4310	Supplies / Postage	5.81	
			62-5950	Supplies / Postage	17.00	22.81
3000277951	05/15/2025	HUMBOLDT MOVING & STORAGE INC	62-5610	Record storage - NUCS		90.30
3000277952	05/15/2025	P G & E	62-5520	4620 Meyers Ave - NUHCS		513.99
3000277953	05/15/2025	Restif Cleaning Service Cooper ative, Inc	62-5800	April 2025 statement - NUHCS		1,685.00
3000277954	05/15/2025	Rosie Bosco	62-5800	Piano - Z.Prescott		60.00
3000277955	05/15/2025	SHRED AWARE	62-5560	April statement - NUHCS		200.26
3000277956	05/15/2025	Sylvia, Jennah L	62-5201	APR 2025 MILEAGE		99.40
3000278606	05/22/2025	ADVANCED SECURITY SYSTEMS	62-5800	06/01/25-08/31/25 - 4620 Meyers Ave. Eureka, CA		226.50
3000278607	05/22/2025	AMAZON CAPITAL SERVICES	62-4310	Equipment replacement		108.74
3000278608	05/22/2025	AMBROSINI, DENNIS	62-5612	JUN 2025 RENT		2,000.00
3000278609	05/22/2025	BEGINNINGS INC	62-4310	Mar 2025 Utilities - BLC	14.26	
			62-4351	Mar 2025 Utilities - BLC	96.95	
			62-4374	Mar 2025 Utilities - BLC	539.79	
			62-5512	Mar 2025 Utilities - BLC	439.58	
			62-5520	Mar 2025 Utilities - BLC	390.21	
			62-5560	Mar 2025 Utilities - BLC	27.15	
			62-5612	JUN 2025 RENT	1,000.00	
			62-5623	Mar 2025 Utilities - BLC	1,285.11	
			62-5800	Mar 2025 Utilities - BLC	2,005.37	
			62-5909	Mar 2025 Utilities - BLC	113.45	
			62-5922	Mar 2025 Utilities - BLC	687.00	6,598.87
3000278610	05/22/2025	CAMPTON PLAZA	62-5612	JUN 2025 RENT		5,625.00
3000278611	05/22/2025	Christine R Yannone	62-5800	Clinical Supervision - S.Pruden		1,000.00

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000278612	05/22/2025	CITI CARDS	62-4310	04/11/25 - 05/12/25 statement		694.88
3000278613	05/22/2025	CUTTEN COMMUNITY CHURCH	62-5520	June 2025 Utilities - NUCS	729.03	
			62-5530	June 2025 Utilities - NUCS	364.48	
			62-5560	June 2025 Utilities - NUCS	642.25	1,735.76
3000278614	05/22/2025	CUTTEN COMMUNITY CHURCH	62-5612	JUN 2025 RENT		5,700.00
3000278615	05/22/2025	DAGGETT, PETER JAY	62-5612	JUN 2025 RENT		2,200.00
3000278616	05/22/2025	DEPARTMENT OF JUSTICE CASHIERING UNIT	62-5861	April 2025 statement - NUHCS		113.00
3000278617	05/22/2025	Eureka Moose Lodge	62-5800	Northern United Charter School		200.00
3000278618	05/22/2025	Gomes, Sarah L	62-4310	Materials & Supplies		250.29
3000278619	05/22/2025	GREAT AMERICA FINANCIAL SERV	62-5623	May 2025 statement		823.74
3000278620	05/22/2025	KGK RENTALS LLC	62-5450	JUN 2025 RENT	95.81	
			62-5612	JUN 2025 RENT	5,448.55	5,544.36
3000278621	05/22/2025	Rybeck-Davis, Rebekah E	62-5800	Materials & Supplies		609.55
3000278622	05/22/2025	STAPLES ADVANTAGE	62-4310	Supplies		92.33
3000278623	05/22/2025	VALLEY PACIFIC PETROLEUM SERV	62-4364	April 2025 statement - NUCS		1,385.31
3000279279	05/29/2025	Aaron Souza North Coast Music	62-5800	Guitar - J.Coppini (May 2025)		160.00
3000279280	05/29/2025	AMAZON CAPITAL SERVICES	62-4310	community engagement	119.61	
				SPED ESY materials	28.64	148.25
3000279281	05/29/2025	Cynthia Carez	62-5210	Northern United - Humboldt/Siskiyou		2,853.00
3000279282	05/29/2025	EUREKA CITY SCHOOLS BUSINESS AND FISCAL SERVICES	62-5800	04/2025 Meals by ECS to NUCS		6,842.20
3000279283	05/29/2025	Harmon, Christopher S	62-4310	Materials & Supplies - ORBE		158.00
3000279284	05/29/2025	HONORS GRADUATION	62-4310	Graduation Honor Cords - NUCS		261.99
3000279285	05/29/2025	Ikeda, Nona	62-5210	Contracted Services - CR		318.00
3000279286	05/29/2025	KGK RENTALS LLC	62-5450	4620 Meyers Ave - June 2025 Ins	2.02	
			62-5612	4620 Meyers Ave - June 2025 Ins	114.89	116.91
3000279287	05/29/2025	Mueller, Timothy F	62-5201	MAY 2025 MILEAGE		25.20
3000279288	05/29/2025	OPTIMUM	62-5922	05/16/25 - 06/15/25 statement		120.00
3000279289	05/29/2025	P G & E	62-5520	04/08/25 - 05/06/25 statement	650.25	
				Apr14-May12 statement	181.43	831.68
3000279290	05/29/2025	REPUBLIC INDEMNITY	62-9542	May 2025 statement		2,649.20
3000279291	05/29/2025	STAPLES ADVANTAGE	62-4310	Supplies for move		141.36
3000279292	05/29/2025	WESTSIDE COMMUNITY IMPROVEMENT	62-5800	Continental Bfast - NUCS	750.00	
				CTE Culinary Class - NUCS	2,200.00	2,950.00
Total Number of Checks					74	101,670.82

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund Summary

Fund	Description	Check Count	Expensed Amount
62	CHARTER SCHOOLS ENTER!	74	101,670.82
	Total Number of Checks	74	101,670.82
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		101,670.82

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Pay Date 05/09/2025 through 05/30/2025

Fiscal Year 2024/25

Additional filtering applied

EARNINGS by Earnings Code	Income	Adjustments
Regular	300,362.42	
TOTAL	300,362.42	

EARNINGS by Group	Income	Adjustments
Base Pay	287,099.35	
Extra Duty	10,553.07	
Stipends	2,710.00	
TOTAL	300,362.42	

EARNINGS	Person Type	Female Employees
Certificated	41	158,251.82
Classified	28	75,979.63
TOTAL	69	234,231.45

Vendor Summary for Pay Date 05/09/2025 thru 05/30/2025

Vendor Checks
Vendor Liabilities

BALANCING DATA

	219,539.13	Net Pay
Gross Earnings	300,362.42	80,823.29 Deductions
District Liability	154,235.36	154,235.36 Contributions
454,597.78	454,597.78	

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	16,651.97		16,651.97	272,506.86
State Withholding	6,142.50		6,142.50	272,506.86
Social Security	6,711.37	6,711.37	13,422.74	108,247.46
Medicare	4,344.75	4,344.75	8,689.50	299,636.03
SUI		149.87	149.87	299,636.03
Workers' Comp		2,187.32	2,187.32	299,636.03
SUBTOTAL	33,850.59	13,393.31	47,243.90	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	1,861.68	7,194.04	9,055.72	26,595.25
PERS / 62	5,511.83	18,636.92	24,148.75	68,897.88
STRS / 60	9,562.92	17,819.63	27,382.55	93,296.27
STRS / 62	9,992.74	18,702.54	28,695.28	97,919.02
Tax Sheltered Annuit	200.00		200.00	
Supplemental Insuran	726.39		726.39	
SUBTOTAL	27,855.56	62,353.13	90,208.69	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Health & Welfare	3,390.48	78,488.92	81,879.40	
Supplemental Insuran	414.90		414.90	
Summer Savings	15,311.76		15,311.76	91,870.41
SUBTOTAL	19,117.14	78,488.92	97,606.06	
TOTALS	80,823.29	154,235.36	235,058.65	

Cancel/Reissue for Process Date 05/09/2025 thru 05/30/2025

Reissued
Cancel Checks
Void ACH

NET

Direct Deposits	192,899.60	53
Checks	26,639.53	16
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	219,539.13	69

Kelley Withers 5/21/25

Selection Grouped by Org, Filtered by (Org = 75, Fiscal Year = 2025, Starting Pay Date = 5/1/2025, Ending Pay Date = 5/30/2025, Pay Schedule Type(s) IN ('1'))

ERP for California

Page 1 of 1

Pay Date 06/10/2025

Fiscal Year 2024/25

EARNINGS by Earnings Code

	Income	Adjustments
Regular	1,415.25	
TOTAL	1,415.25	

EARNINGS by Group

	Income	Adjustments
Extra Duty	1,415.25	
TOTAL	1,415.25	

EARNINGS

	Person Type	Female Employees
Certificated	1	1,415.25
TOTAL	1	1,415.25

Vendor Summary for Pay Date 06/10/2025

Vendor Checks
Vendor Liabilities

BALANCING DATA

		1,374.45	Net Pay
Gross Earnings	1,415.25	40.80	Deductions
District Liability	31.56	31.56	Contributions
	1,446.81	1,446.81	

TAXES

	Employee	Employer	Total	Subject Grosses
Federal Withholding				1,415.25
State Withholding	20.28		20.28	1,415.25
Medicare	20.52	20.52	41.04	1,415.25
SUI		.71	.71	1,415.25
Workers' Comp		10.33	10.33	1,415.25
SUBTOTAL	40.80	31.56	72.36	

REDUCTIONS

	Employee	Employer	Total	Subject Grosses
SUBTOTAL			.00	

DEDUCTIONS

	Employee	Employer	Total	Subject Grosses
SUBTOTAL			.00	

	Employee	Employer	Total
TOTALS	40.80	31.56	72.36

Cancel/Reissue for Process Date 06/10/2025

Reissued
Cancel Checks
Void ACH

NET

Direct Deposits		
Checks	1,374.45	1
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	1,374.45	1

Kelley Withers 6/2/25

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

3.2 Consideration of Approval of Warrants & Payroll for Northern United - Siskiyou Charter School
(0521,0529)

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$31,550.38

Payroll: NU-Siskiyou Charter School - \$95,415.66

Contact Person/s: Shari Lovett, Kelley Withers

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0521

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0521	3596.17	
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: Kelley Withers Date: 5/19/25
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
24/25 ACCOUNTS PAYABLE

J80885

ACCOUNTS PAYABLE PRELIST

APY500 L.00.24 05/19/25 10:09 PAGE 0

Batch status: A All

From batch: 0521

To batch: 0521

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J80885
24/25 ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
BATCH: 0521 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 05/19/25 10:09 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
000296/00		GREAT AMERICAN FINANCIAL SERV PO BOX 660831 DALLAS, TX 95266-0831						
PO-250026	05/16/2025	392236793	1	62-0000-0-5600-1110-1000-000-00000	NN P	166.69	166.69	
				RENTALS, LEASES & REPAIRS,N.C.				
PO-250026	05/16/2025	392236793	2	62-0000-0-5600-0000-2700-000-00000	NN P	50.01	50.01	
				RENTALS, LEASES & REPAIRS,N.C.				
PO-250026	05/16/2025	392236793	3	62-0000-0-5600-0000-7200-000-00000	NN P	21.43	21.43	
				RENTALS, LEASES & REPAIRS,N.C.				
		TOTAL PAYMENT AMOUNT		238.13 *			238.13	
000182/00		KATHERINE O'BRIEN 1805 TIMMONS ROAD GRENADA, CA 96038						
PV-250036	05/14/2025	CEI- UBER FROM AIRPORT TO MOTE	62-7825-0-5200-1110-1000-000-00000	NN			73.95	
				TRAVEL & CONFERENCE				
		TOTAL PAYMENT AMOUNT		73.95 *			73.95	
000033/00		KIRK MILLER 724 BUENA VISTA COURT MOUNT SHASTA, CA 96067						
PV-250037	05/14/2025	TRAVEL/CONFERENCE	62-7825-0-5200-1110-1000-000-00000	NN			370.78	
				TRAVEL & CONFERENCE				
PV-250037	05/14/2025	WEBSITE	62-0000-0-5800-1110-1000-000-00000	NN			32.87	
				PROFES'L/CONSULTG SVCS/OP EXP				
PV-250037	05/14/2025	GRADUATION	62-0000-0-4300-1110-1000-000-00000	NN			215.00	
				SUPPLIES				
		TOTAL PAYMENT AMOUNT		618.65 *			618.65	
000013/00		PACIFIC POWER PO BOX 26000 PORTLAND, OR 97256-0001						
PO-250006	05/05/2025	ACCT# 64034125-002 8	1	62-0000-0-5520-0000-8100-000-00000	NN P	126.59	126.59	
				ELECTRICITY				
		TOTAL PAYMENT AMOUNT		126.59 *			126.59	

043 NORTHERN UNITED SISKIYOU J80885
24/25 ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
BATCH: 0521 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 05/19/25 10:09 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
000061/00	PITNEY BOWES GLOBAL FINANCIAL	000000000						
	PO BOX 981026							
	BOSTON, MA 02298-1026							
PO-250012	05/06/2025	8000-9090-0069-5077	5	62-0000-0-5930-1110-1000-000-00000	NN P	100.00	100.00	
				COMMUNICATION - POSTAGE/METER				
		TOTAL PAYMENT AMOUNT		100.00 *			100.00	
000014/00	SHASTA VALLEY PEST CONTROL	822402374						
	467 SOUTH 7TH ST							
	MONTAGUE, CA 96064							
PO-250007	05/13/2025	5/13/25-6 MT.SHASTA	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00	40.00	
				PROFES'L/CONSULTG SVCS/OP EXP				
PO-250007	05/13/2025	5/13/25-9 423 S. BROADWAY	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00	40.00	
				PROFES'L/CONSULTG SVCS/OP EXP				
PO-250007	05/13/2025	5/13/25-10 505 S. BROADWAY	1	62-0000-0-5800-0000-8100-000-00000	NY P	40.00	40.00	
				PROFES'L/CONSULTG SVCS/OP EXP				
		TOTAL PAYMENT AMOUNT		120.00 *			120.00	
000357/00	STABLE HANDS							
	1011 4TH ST. UNIT 3							
	YREKA, CA 96097							
PO-250221	05/05/2025	INVOICE# 1037	1	62-6332-0-5800-1110-1000-000-00000	NN F	740.00	740.00	
				PROFES'L/CONSULTG SVCS/OP EXP				
		TOTAL PAYMENT AMOUNT		740.00 *			740.00	
000052/00	STAPLES ADVANTAGE							
	PO BOX 660409							
	DALLAS, TX 75266-0409							
PO-250223	05/12/2025	6031893864	1	62-0000-0-4300-0000-2700-000-00000	NN F	198.59	175.40	
				SUPPLIES				
		TOTAL PAYMENT AMOUNT		175.40 *			175.40	

043 NORTHERN UNITED SISKIYOU J80885
24/25 ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
BATCH: 0521 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 05/19/25 10:09 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	T9MPS	Liq Amt	Net Amount

000337/00	TERI L MORRISON	562298137						
	3535 W STATE HWY 3							
	P.O. BOX 295							
	YREKA, CA 96097							

PO-250209	05/08/2025	824456	1	62-0000-0-5800-0000-7200-000-00000	NY F		233.10	180.00
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT			180.00 *	180.00

000342/00	TINYEYE THERAPY SERVICES	0000000000						
	C/O V68000U							
	P.O BOX 84332							
	SEATTLE, WA 98124							

PO-250222	04/30/2025	INVOICE# 26410	1	62-6500-0-5800-5760-1190-000-00000	NN F		1,223.45	1,223.45
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT			1,223.45 *	1,223.45

TOTAL FUND	PAYMENT			3,596.17 **				3,596.17
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TOTAL BATCH PAYMENT				3,596.17 ***	0.00			3,596.17
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TOTAL DISTRICT PAYMENT				3,596.17 ****	0.00			3,596.17
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TOTAL FOR ALL DISTRICTS:				3,596.17 ****	0.00			3,596.17
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Number of checks to be printed:	10, not counting voids due to stub overflows.							3,596.17
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SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0529

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0529	27,954.21	
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: Kelley Withers Date: 5/27/25
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

043 NORTHERN UNITED SISKIYOU
2425 ACCOUNTS PAYABLE 0529

J81560

ACCOUNTS PAYABLE PRELIST

APY500 L.00.24 05/27/25 09:45 PAGE 0

Batch status: A All

From batch: 0529

To batch: 0529

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J81560
2425 ACCOUNTS PAYABLE 0529

ACCOUNTS PAYABLE PRELIST
BATCH: 0529 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 05/27/25 09:45 PAGE 1

<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	T9MPS	Liq Amt	Net Amount
000244/00	AMAZON CAPITAL SERVICES	000000000						
	PO BOX 035184							
	SEATTLE, WA 98124							
PO-250220	05/04/2025	112-4895329-4266658	1	62-0000-0-4300-1110-1000-000-00000	NN P		311.21	311.21
				SUPPLIES				
PO-250220	05/04/2025	112-3136655-9761063	1	62-0000-0-4300-1110-1000-000-00000	NN P		6,564.88	6,564.88
				SUPPLIES				
PO-250225	05/19/2025	113-0623551-4273857	1	62-6266-0-4300-1110-1000-000-00000	NN F		18.27	18.27
				SUPPLIES				
PO-250226	05/20/2025	113-8735205-0643409	1	62-0000-0-4300-1110-1000-000-00000	NN F		92.45	92.25
				SUPPLIES				
				TOTAL PAYMENT AMOUNT			6,986.61 *	6,986.61
000074/00	AMERICAN FAMILY LIFE INSURANCE							
	ATTN: PAYROLL DEDUCTIONS							
	1932 WYNNTON							
	COLUMBUS, GA 31999							
PO-250021	05/20/2025	143400	2	62-0000-0-9514-0000-0000-000-00000	NN P		698.43	698.43
				H & W	PASS THROUGH			
				TOTAL PAYMENT AMOUNT			698.43 *	698.43
000351/00	CAREZ CONSULTATION, LLC	874512063						
	CYNTHIA CAREZ							
	593 CROWSON RD							
	ASHLAND, OR 97520							
PO-250224	05/15/2025	TRAINING DATE JUNE 10TH	1	62-6266-0-5800-1110-1000-000-00000	NY F		2,000.00	2,000.00
				PROFES'L/CONSULTG SVCS/OP EXP				
				TOTAL PAYMENT AMOUNT			2,000.00 *	2,000.00
000022/00	CITY OF YREKA							
	PO BOX 1005							
	YREKA, CA 96097							
PO-250010	05/20/2025	ACCT: 012142-001	1	62-0000-0-5530-0000-8100-000-00000	NN P		107.74	107.74
				WATER&/OR SEWAGE				
				TOTAL PAYMENT AMOUNT			107.74 *	107.74

043 NORTHERN UNITED SISKIYOU J81560
2425 ACCOUNTS PAYABLE 0529

ACCOUNTS PAYABLE PRELIST
BATCH: 0529 ACCOUNTS PAYABLE
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 05/27/25 09:45 PAGE 2

<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	T9MPS	Liq Amt	Net Amount
000020/00	KEENAN C/O SETECH PO BOX 4328 TORRANCE, CA 90510	0000000000						
PO-250009	05/22/2025	MAY 2025 MEDICAL	1	62-0000-0-9514-0000-0000-0000-0000	NN P		15,899.00	15,899.00
				H & W	PASS THROUGH			
PO-250009	05/22/2025	MAY 2025 DENTAL	1	62-0000-0-9514-0000-0000-0000-0000	NN P		1,599.00	1,599.00
				H & W	PASS THROUGH			
PO-250009	05/22/2025	MAY 2025 VISION	1	62-0000-0-9514-0000-0000-0000-0000	NN P		299.00	299.00
				H & W	PASS THROUGH			
		TOTAL PAYMENT AMOUNT					17,797.00 *	17,797.00
000312/00	LESLIE COOKE MAAGIC MOUNTAIN FARM 1504 CRESCENT DRIVE MT SHASTA, CA 96067	556457557						
PO-250086	05/20/2025	05202025	1	62-6332-0-4300-1110-1000-000-00000	NY P		300.00	300.00
					SUPPLIES			
		TOTAL PAYMENT AMOUNT					300.00 *	300.00
000013/00	PACIFIC POWER PO BOX 26000 PORTLAND, OR 97256-0001							
PO-250006	05/15/2025	ACCT#*64034125-003-6 MT.SHASTA	1	62-0000-0-5520-0000-8100-000-00000	NN P		27.68	27.68
					ELECTRICITY			
		TOTAL PAYMENT AMOUNT					27.68 *	27.68
000016/00	YREKA TRANSFER LLC 303 YAMA STREET YREKA, CA 96097							
PO-250008	05/19/2025	INV104241	1	62-0000-0-5550-0000-8100-000-00000	NN P		36.75	36.75
					DISPOSAL/GARBAGE REMOVAL			
		TOTAL PAYMENT AMOUNT					36.75 *	36.75
		TOTAL FUND	PAYMENT				27,954.21 **	27,954.21
		TOTAL BATCH PAYMENT					27,954.21 ***	27,954.21
		TOTAL DISTRICT PAYMENT					27,954.21 ****	27,954.21

TOTAL FOR ALL DISTRICTS:

27,954.21 ****

0.00

27,954.21

Number of checks to be printed:

8, not counting voids due to stub overflows.

27,954.21

043 NORTHERN UNITED SISKIYOU
2425 UPDATED PAYROLL PRELIST PAYNAME: REG

PAYROLL AUDIT PRELIST
DISTRICT TOTALS

J80955 PAY510 L.00.26 05/20/25 PAGE 9
PAY DATE: 05/30/2025 END DATE: 05/31/2025

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	4	GETTING PAID FIRST TIME	0	
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P %0.000
APD TO CHECKING	16	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: P %0.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:
-----		GETTING PAID BALANCE OF CONTRACT	0	
TOTAL GETTING PAID	20			

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	63,190.67	NML	0.00	NML	9,820.00	NML	9,820.00	NML	73,010.67
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00

ADJ NML	63,190.67*	ADJ NML	0.00*	ADJ NML	9,820.00*	ADJ NML	9,820.00*	ADJ NML	73,010.67*
STIP	9,654.99	STIP	0.00	STIP	0.00	STIP	0.00	STIP	9,654.99
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	9,654.99*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	9,654.99*
TOTAL	72,845.66**	TOTAL	0.00**	TOTAL	9,820.00**	TOTAL	9,820.00**	TOTAL	82,665.66**

TOTAL NUMBER HOURS WORKED: 441.50 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
82,665.66		0.00	521.55	0.00	7,187.79	74,956.32	3,699.31	725.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
1,330.55	0.00	29,053.85	1,801.34	82,144.11	1,191.13	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	52,370.66	5,357.79	23,011.83	1,830.00	780.35	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
65,950.19	0.00	0.00	0.00	0.00	0.00	0.00		
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (O)	PERS (C)	PERS (P)	PERS (O)	
0.00	74,956.32	3,036.55	2,321.24	0.00	76.65	1,753.35	0.00	
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	PERS/SUBJ (C)	PERS/SUBJ (P)	PERS/SUBJ (O)	STRS/SUBJ DBS	STRS DBS	
29,624.83	22,745.83	0.00	1,095.00	21,916.83	0.00	0.00	0.00	

Kelley Withers

5/20/25

043 NORTHERN UNITED SISKIYOU
2425 JUNE SUPPLEMENTAL PAYROLL PAYNAME: SUPP

PAYROLL AUDIT PRELIST
DISTRICT TOTALS

J82414 PAY510 L.00.27 06/02/25 PAGE 3
PAY DATE: 06/10/2025 END DATE: 05/31/2025

PAYROLL PRELIST AUDIT TOTALS FOR DISTRICT

EMPLOYEE COUNTS

RECEIVING WARRANTS	8	GETTING PAID FIRST TIME	0	
APD TO CU	0	TERMINATED GETTING PAID	0	RET SYSTEM 1/3 OPTION: P %0.000
APD TO CHECKING	0	STARTING APD CHECKING NEXT MONTH	0	RET SYSTEM 2/4 OPTION: P %0.000
APD TO SAVINGS	0	STARTING APD SAVINGS NEXT MONTH	0	FICA OPTION:
		GETTING PAID BALANCE OF CONTRACT	0	
TOTAL GETTING PAID	8			

PAYROLL TOTALS

SALARY GROSS		DAILY GROSS		HOURLY GROSS		HOURLY AND DAILY GROSS		TOTAL GROSS	
NML	0.00	NML	0.00	NML	0.00	NML	0.00	NML	0.00
ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00	ADJ	0.00
ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*	ADJ NML	0.00*
STIP	12,750.00	STIP	0.00	STIP	0.00	STIP	0.00	STIP	12,750.00
TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*	TOTAL OT	0.00*
NON-NML	12,750.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	0.00*	NON-NML	12,750.00*
TOTAL	12,750.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	0.00**	TOTAL	12,750.00**

TOTAL NUMBER HOURS WORKED: 0.00 TOTAL NUMBER DAYS WORKED: 0.00

GROSS	FED IMP	GROSS	NTX GROSS	TSA	RET-TS	FED TAX GROSS	FIT	AFIT
12,750.00		0.00	0.00	0.00	123.00	12,627.00	102.50	0.00
SIT	ASIT	OASDI GROSS	OASDI	MEDI GROSS	MEDICARE	DEF-MEDI GROSS	DEF-MEDI	
62.30	0.00	2,600.00	161.20	12,750.00	184.88	0.00	0.00	
SURV-BEN	SDI	EIC	STRS SUBJ	STRS	PERS SUBJ	PERS	DED	
0.00	0.00	0.00	1,200.00	123.00	0.00	0.00	0.00	
NET	ADJ (+)	ADJ (-)	OASDI EMPR	MEDI EMPR	STRS EMPR	PERS EMPR		
12,116.12	0.00	0.00	0.00	0.00	0.00	0.00		
STATE IMP GROSS	STATE TAX GROSS	STRS (C)	STRS (P)	STRS (O)	PERS (C)	PERS (P)	PERS (O)	
0.00	12,627.00	123.00	0.00	0.00	0.00	0.00	0.00	
STRS/SUBJ (C)	STRS/SUBJ (P)	STRS/SUBJ (O)	PERS/SUBJ (C)	PERS/SUBJ (P)	PERS/SUBJ (O)	STRS/SUBJ DBS	STRS DBS	
1,200.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Kelley Withers

6/2/25

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

3.3 Consideration of Approval of Minutes for the May 14th Board Meeting

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The minutes from prior meetings are inspected, corrected if needed, and approved. This is a routine monthly process for the Board. The minutes for the four March board meeting are attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

**Northern United Charter Schools
Board of Directors Regular Board Meeting**

Minutes

May 14, 2025

Members Present: Rosemary Kunkler, Jere Cox, Brian Payton and Jessica Ramirez

Members Absent:

Staff: Shari Lovett, Kirk Miller, Colleen Allen, Greta de la Pedraja, Lynda Speck, Rebekah Davis, Kelley Withers, Jennifer Rand, Julia Anderson and Lisa Ambrosini

Guests: Bev Cross, Barbara Boerger, Samantha Hughes

- 1.0 CALL TO ORDER:** Rosemary Kunkler called the meeting to order at 4:02 pm.
- 1.1 PLEDGE OF ALLEGIANCE**
- 1.2 ADOPT THE AGENDA:** A motion to approve the agenda as posted was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez – Aye and Rosemary Kunkler-Aye. Motion carries.
- 2.0 PRESENTATIONS:** Samantha Hughes, a student at Mt. Shasta Learning Center signed a song. She is currently taking American Sign Language and is interested in a career in law enforcement. Great Job Samantha.
- 3.0 CONSENT AGENDA**
 - 3.1 Consideration of Approval of Warrants and Payroll for NU-Humboldt Charter School**
 - 3.2 Consideration of Approval of Warrants and Payroll for NU-Siskiyou Charter School (0414, 0421, 0501, 0513)**
 - 3.3 Consideration of Approval of Board Minutes for April 16, 2025**
 - 3.4 Consideration of Approval for Resignations, Hires, Leaves and Change of Assignment**

A motion to approve the consent agenda as posted was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez – Aye and Rosemary Kunkler-Aye. Motion carries.
- 4.0 PUBLIC COMMENTS:** Shari Lovett introduced two possible board member candidates, Beverly Cross and Barbara Boerger.
- 5.0 ACTION ITEMS TO BE CONSIDERED:**
 - 5.1 Approval of Lease Agreement for 423 S. Broadway, Yreka for Northern United-Siskiyou Charter School:** Shari Lovett reported that there will be a \$100 increase per month for this lease. A motion to approve the lease for 423 S. Broadway, Yreka for Northern United-Siskiyou Charter School was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.
 - 5.2 Approval of Lease Agreement for 72 The Terrace, Willow Creek for Northern United-Humboldt Charter School:** Shari Lovett reported that there will not be an increase for this lease. A motion to approve the lease agreement for 72 The Terrace Eureka for Northern United-Humboldt Charter School was made by Brian Payton and

seconded by Jessica Ramirez. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.3 **Approval of Lease Agreement for 5 Cemetery Rd. Briceland for Northern United-Humboldt Charter School:** Shari Lovett reported that there is a \$30 per month increase in the lease. A motion to approve the lease agreement for 5 Cemetery Rd. Briceland for Northern United-Humboldt Charter School was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.4 **Approval of Lease Agreement for 670 9th Street Suite 3, Arcata for Northern United-Humboldt Charter School:** Shari Lovett reported that this new lease will cost \$977 per month. A motion to approve the lease agreement for 1539 F St. Arcata was made by Brian Payton and seconded by Jessica Ramirez. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.5 **Approval of Revisions to the 2025-2026 Northern United Charter Schools Certificated and Classified Pay Schedules:** Shari Lovett went over the revisions to the pay schedule that had been overlooked on the first revision. A motion to approve the revisions to the 2025-2026 Northern United Charter Schools certificated and classified pay schedules was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.6 **Approval of the Northern United Charter Schools Pay Schedule Policy Revisions:** Shari Lovett explained the changes to the policy. A motion to approve the Northern United Charter Schools pay schedule revision with corrected language as discussed was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.7 **Approval of the Northern United Charter Schools High School Graduation Policy Revision:** Shari Lovett explained the changes to the policy. A motion to approve the Northern United Charter Schools high school graduation policy revision was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

- 5.8 **Approval of the Northern United Charter Schools Extracurricular Club Policy-First Reading:** Shari Lovett explained the reason for this policy. She realized that only the first page made it into the packet so she is sending the board members page two and it will be on the agenda next month.

- 5.9 **Approval of Declaration of Need for Northern United –Siskiyou Charter School:** Shari explained the need of teachers on the Siskiyou side. A motion to approve the declaration of need for Northern United – Siskiyou Charter School was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez-Aye, and Rosemary Kunkler-Aye. Motion carries.

- 5.10 **Approval of Declaration of Need for Northern United-Humboldt Charter School:** Shari Lovett explained the need for teachers on the Humboldt side. A motion to approve the Declaration of Need for Northern United-Humboldt Charter School was made by Brian Payton and seconded by Jessica Ramirez. Vote taken: Jere Cox – Aye, Brian Payton – Aye, Jessica Ramirez-Aye and Rosemary Kunkler-Aye. Motion carries.

6.0 DISCUSSION ITEMS:

- 6.1 **Potential Compensation for Northern United Charter Schools' Board Members:**
The board discussed the pros and cons of compensation to board members.

7.0 REPORTS:

- 7.1 **Enrollment and Attendance Report:** In packet. Jere Cox noted the drop in enrollment for Northern United-Siskiyou Charter School.

- 7.2 Financial Report for Northern United-Humboldt and Northern United-Siskiyou Charter Schools:** In packet
- 7.3 Director's Report:** Shari Lovett reported on the following topics:
- LCAPs for both schools. She gave all stakeholders present the opportunity to comment on the LCAPs.
 - Mid-Year WASC reports
 - Community Advisory Committee meeting
 - ATSI (Additional Targeted Support and Improvement) results from our dashboards
 - Facility update
- 7.4 Northern United-Humboldt Charter School Report:** In packet. Jere Cox complimented Rebekah Davis on the school reports.
- 7.5 Northern United-Siskiyou Charter School Report:** In packet. Rosemary Kunkler complimented Kirk Miller on the school reports and how well both school reports were done. Jere Cox liked the track photos.
- 7.6 Board Report:**
- Jere Cox:** reported that he was sorry that he could not attend the last board meeting. He spoke on the online mandated ethics training he attended
- Brian Payton:** No Report
- Jessica Ramirez:** No Report
- Rosemary Kunkler:** Reported that she attended Cutten Learning Center's Geography Bee and that she is smarter than a 5th grader. She thanked Debbi Sholes on her work with the students for Godwin days and the upcoming sewing lessons she will be holding for students. She commented that our students are fortunate for everything that Northern United offers.
- 8.0 OPEN SESSION BEFORE CLOSED SESSION:**
- 8.1 Rosemary Kunkler reviewed the item to be discussed in closed session.**
- 8.2 Closed Session Open Hearing:** Lynda Speck commented on how great an administrator and boss Shari Lovett is and that Northern United Charter Schools is lucky to have her. Rebekah Davis agreed with Lynda.
- 8.3 Adjourn to Closed Session:** Rosemary Kunkler adjourned into closed session at 6:24pm.
- 8.3.1 Public Employee Performance: Title: Charter Director**
- 9.0 RECONVENE TO OPEN SESSION:** Rosemary Kunkler reconvened to open session at 7:06pm.
- 9.1 Report of Action Taken:** No action taken
- 10.0 NEXT BOARD MEETING:**
- 10.1 Possible Agenda Items:** Interviews and appointment of new board member
- 10.2 Next Board Meeting Date:** June 11, 2025 at 4pm
- 11.0 ADJOURNMENT:** Rosemary Kunkler adjourned the meeting at 7:08pm.

Agenda Item 4.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

4.1 Comments by the Public

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Board members or staff may choose to respond briefly to Public Comments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.1 Approval of the NUCS Extracurricular Club Policy

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The NUCS Board approves all policies and policy revisions. Traditionally, NUCS has had very few clubs. Recently, students have begun asking for more extracurricular activities, such as sports and clubs. NUCS currently does not have a policy related to clubs. This policy spells out the requirements and process for club approval. This is the second reading.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

S-39 Extracurricular Club Policy

First Reading on 5/14/2025

Northern United Charter Schools encourages student involvement in extracurricular activities through student clubs.

The purpose of this policy is to outline the requirements and guidelines for the formation, operation, and fundraising activities of student clubs at Northern United Charter Schools. This ensures that all clubs align with the educational mission and values of the school and operate in an organized, safe, and effective manner.

Northern United Charter Schools is committed to ensuring that all Northern United Charter Schools' students have the opportunity to participate in extracurricular clubs, therefore all student clubs formed will be made available to every age/grade level appropriate student who attends a Northern United Charter Schools' program.

To ensure that all clubs serve the educational interests of the students and the school community, clubs must adhere to the following guidelines.

Club Formation and Approval

All student clubs must be pre-approved by the Northern United Charter Schools' School Director. To initiate the formation of a club, a written proposal must be submitted to the School Director for review and approval. The proposal should include:

- The **name of the club**
- The **name of the staff sponsor** who will oversee the club
- A **clear purpose or mission statement** describing the goals and objectives of the club
- An outline of any **activities** the club plans to engage in

Permission Slips

It is the responsibility of the Northern United Charter Schools' staff sponsor to obtain parental consent for their child(ren) to participate in any extracurricular club offered. Students under the age of 18 need to obtain and submit a permission slip signed by their parent or guardian before participating in the club.

Meeting Times

Clubs are expected to meet **outside of regular school hours**. Clubs should not interfere with the normal academic schedule or obligations of students and staff.

Fundraising Activities

Any fundraising activities organized by a club must be **pre approved** by the Northern United Charter Schools' School Director. The fundraising proposal should include:

- The **purpose of the fundraising**
- The **method of fundraising** (c.g., sales, events, donations)
- The **expected timeline** for the fundraising activities
- The **use of the funds raised**, ensuring they are aligned with the club's mission and goals

Club Responsibilities

Each club is responsible for maintaining respectful behavior, promoting a safe environment for all participants, and complying with school policies and rules. Clubs must:

- Ensure that all activities reflect the values and educational goals of Northern United Charter Schools
- Keep accurate records of meetings and activities
- Provide a report of club activities and membership at the end of each school year to the School Director

Policy Compliance

Failure to comply with these guidelines or any other school policies may result in the termination of the club's charter or the suspension of activities.

Modifications

This policy may be modified as necessary by the Northern United Charter Schools' School Director to ensure the continued alignment of club activities with the mission and vision of Northern United Charter Schools.

By following this policy, Northern United Charter Schools can foster an inclusive, enriching extracurricular experience for all students while maintaining order and consistency across all clubs and activities.

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.2 Approval of Title IX Policy Prohibiting Discrimination on the Basis of Sex

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

On April 19, 2024, the U.S. Department of Education ("DOE") finalized substantial changes to the Title IX regulations ("Final Rule") governing how educational institutions must handle allegations of sex discrimination and sex-based harassment. As a result, on August 14, 2024 we updated our Title IX policy to come into compliance with the new regulation, however in January 2025, these new regulations were amended due to a court case. We have amended our policy to align with the current regulations. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Title IX Policy Prohibiting Discrimination on the Basis of Sex

Revision 2025

Adopted on August 14, 2024; Revised on [DATE]

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Northern United Charter Schools to address sex discrimination, including but not limited to sexual harassment, occurring within Northern United Charter Schools' education program or activity.

Northern United Charter Schools does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹

This Policy applies to conduct occurring in Northern United Charter Schools education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Northern United Charter Schools does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the Northern United Charter Schools' Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Northern United Charter Schools.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of Northern United Charter Schools conditioning the provision of an aid, benefit, or service of Northern United Charter Schools on an individual's participation in unwelcome sexual conduct;

¹ Northern United Charter Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Northern United Charter Schools' education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Northern United Charter Schools.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Northern United Charter Schools' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Northern United Charter Schools investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in Northern United Charter Schools' education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Northern United Charter Schools' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Northern United Charter Schools' educational environment, or deter sexual harassment.

Title IX Coordinator

The Northern United Charter Schools' Board of Directors has designated the following employee as the Title IX Coordinator ("Coordinator"):

Shari Lovett

School Director
2120 Campton Road, Suite H, Eureka, CA 95503
Phone: (707) 445-2660, ext. 110
Email: slovett@nucharters.org

The Coordinator is responsible for coordinating Northern United Charter Schools' efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to Northern United Charter Schools, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within NUCS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Northern United Charter Schools will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Northern United Charter Schools acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Northern United Charter Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or

proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

Northern United Charter Schools will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

Northern United Charter Schools response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in Northern United Charter Schools' education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Northern United Charter Schools will maintain, as confidential, any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair Northern United Charter Schools' ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

Northern United Charter Schools has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with Northern United Charter Schools'

Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Northern United Charter Schools requires that any Title IX Coordinator, investigator, decision maker, and any person designated by NUCS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Northern United Charter Schools will treat complainants and respondents equitably. Northern United Charter Schools presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

Northern United Charter Schools may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Northern United Charter Schools allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by Northern United Charter Schools, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

Northern United Charter Schools will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

Northern United Charter Schools must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in Northern United Charter Schools' education program or activity; or
- Did not occur against a person in the United States.

Northern United Charter Schools may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- The respondent is no longer enrolled or employed by Northern United Charter Schools.
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent Northern United Charter Schools from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable Northern United Charter Schools policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- Northern United Charter Schools' grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that NUCS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

Northern United Charter Schools may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Northern United Charter Schools' policies.

Northern United Charter Schools may remove a respondent from their education program or activity on an emergency basis, in accordance with Northern United Charter Schools' policies, provided that Northern United Charter Schools undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under Northern United Charter Schools' Title IX grievance

procedures, Northern United Charter Schools may offer an informal resolution process to the parties. Northern United Charter Schools will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, Northern United Charter Schools will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. Northern United Charter Schools has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Northern United Charter Schools obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will

receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, Northern United Charter Schools will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decision maker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after Northern United Charter Schools sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of Northern United Charter Schools' code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Northern United Charter Schools provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of Northern United Charter Schools written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the President of the Northern United Charter Schools' Board of Directors, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or Northern United Charter Schools' dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by Northern United Charter Schools.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Northern United Charter Schools will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Northern United Charter Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from Northern United Charter Schools.

Signature of Complainant

Date: _____

Print Name

To be completed by Northern United Charter Schools:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

S-21 Title IX Policy Prohibiting Discrimination on the Basis of Sex

Adopted on 8/14/2024

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Northern United Charter Schools to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Northern United Charter Schools does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq.*) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.¹ Northern United Charter Schools will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Northern United Charter Schools' education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Northern United Charter Schools does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the NUCS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by NUCS. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

¹ Northern United Charter Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Northern United Charter Schools to provide an aid, benefit, or service under Northern United Charter Schools' education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Northern United Charter Schools' education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - The degree to which the conduct affected the complainant's ability to access Northern United Charter Schools' education program or activity;
 - The type, frequency, and duration of the conduct;
 - The parties' ages, roles within Northern United Charter Schools education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - The location of the conduct and the context in which the conduct occurred; and
 - Other sex-based harassment in Northern United Charter Schools' education program or activity.
- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
- Dating violence, meaning violence committed by a person:
 - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
 - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
 - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - Shares a child in common with the victim; or
 - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - Fear for the person's safety or the safety of others; or
 - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Northern United Charter Schools.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
 - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
 - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually

- suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Northern United Charter Schools' education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Northern United Charter Schools' Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Northern United Charter Schools' education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Northern United Charter Schools that objectively can be understood as a request for Northern United Charter Schools to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Northern United Charter Schools whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Northern United Charter Schools has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Northern United Charter Schools' prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Northern United Charter Schools' education program or activity, including measures that are designed to protect the safety of the parties or Northern United Charter Schools' educational environment; or (2) provide support during Northern United Charter Schools' grievance procedures or during an informal resolution process.

Title IX Coordinator

The Northern United Charter Schools' Board of Directors has designated the following employee as the Title IX Coordinator ("Coordinator"):

Shari Lovett
School Director
2120 Campton Road, Suite H, Eureka, CA 95503
Phone: (707) 445-2660, ext. 110
Email: slovett@nucharters.org

The Coordinator is responsible for coordinating Northern United Charter Schools efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decision maker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Northern United Charter Schools' consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a Northern United Charter Schools' teacher, counselor, the Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Northern United Charter Schools will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by

this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

Northern United Charter Schools acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

Northern United Charter Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Northern United Charter Schools from requiring an employee or other person authorized by the charter School to provide aid, benefit, or service under Northern United Charter Schools' education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this policy.

Confidential Employees

Contact information for the confidential employees at Northern United Charter Schools, if any, can be found on the Northern United Charter Schools website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination

When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Northern United Charter Schools could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Northern United Charter Schools from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Northern United Charter Schools' education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Northern United Charter Schools' educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Regional Director at rdavis@nucharters.org who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Northern United Charter Schools decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Northern United Charter Schools' Title IX grievance procedures, Northern United Charter Schools may offer an informal resolution process to the parties. Northern United Charter Schools does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;

- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Northern United Charter Schools for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Northern United Charter Schools will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decision maker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Northern United Charter Schools has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in Northern United Charter Schools' education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Northern United Charter Schools requires that any Title IX Coordinator, investigator, or decision maker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decision maker may be the same person as the Coordinator or investigator.

Northern United Charter Schools will treat complainants and respondents equitably. Northern United Charter Schools presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Northern United Charter Schools may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Northern United Charter Schools allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before

the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Northern United Charter Schools will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Northern United Charter Schools will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.² Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Northern United Charter Schools will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Northern United Charter Schools may dismiss a complaint if:

- Northern United Charter Schools is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Northern United Charter Schools' education program or activity and is not employed by Northern United Charter Schools;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Northern United Charter Schools determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Northern United Charter Schools determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Northern United Charter Schools will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;

² Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Northern United Charter Schools' policy.

Appeal of a Dismissal

If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decision maker for the appeal, and the parties' right to submit a statement to the decision maker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decision maker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decision maker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations

Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Northern United Charter Schools' grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Northern United Charter Schools;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Northern United Charter Schools provides a description of the evidence, the parties are

entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal

Northern United Charter Schools may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Northern United Charter Schools' policies.

Northern United Charter Schools may remove a respondent from the Charter school's education program or activity on an emergency basis, in accordance with Northern United Charter Schools' policies, provided that Northern United Charter Schools undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Northern United Charter Schools has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Northern United Charter Schools to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Northern United Charter Schools obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties' timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

Northern United Charter Schools will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility

Before making a determination of responsibility, the decision maker may interview parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decision maker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility

Should a party find Northern United Charter Schools' determination unsatisfactory, the party may, within five (5) business days of notice of the Charter School's determination, submit a written appeal to the President of the Northern United Charter Schools' Board of Directors, who will serve as the decision maker for the appeal or designate a decision maker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Northern United Charter Schools including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and

effective steps to ensure that sex discrimination does not continue or recur within Northern United Charter Schools' education program or activity.

No party, witness, or other person participating in Northern United Charter Schools' grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Northern United Charter Schools' determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Northern United Charter Schools will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Northern United Charter Schools' employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Northern United Charter Schools' education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Northern United Charter Schools' obligations under:
 - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
 - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Northern United Charter Schools' Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Northern United Charter Schools leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any

mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decision makers, facilitators of the informal resolution process, and other persons who are responsible for implementing Northern United Charter Schools' grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Northern United Charter Schools will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Northern United Charter Schools took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Northern United Charter Schools will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

S-21a Title IX Sex Discrimination and Harassment Complaint Form

Adopted on 8/14/2024

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Northern United Charter Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

To be completed by Northern United Charter Schools:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.3 Approval of Harassment, Intimidation, Discrimination, and Bullying Policy

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Previously, our Title IX policy included required language regarding harassment, intimidation, discrimination, and bullying. Due to extensive changes with Title IX, our legal counsel recommended creating a policy for just Title IX and a separate policy for harassment, intimidation, discrimination, and bullying. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Draft

Harassment, Intimidation, Discrimination, and Bullying Policy

Adopted on August 14, 2024; Revised on [DATE]

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Northern United Charter Schools prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, or association with a person or group with one or more of these actual or perceived characteristics, or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Northern United Charter Schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Northern United Charter Schools' employees who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Northern United Charter Schools does business, and all acts of Northern United Charter Schools' Board of Directors in enacting policies and procedures that govern Northern United Charter Schools.

Northern United Charter Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student¹ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Northern United Charter Schools.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a

¹ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Northern United Charter Schools has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Northern United Charter Schools advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Northern United Charter Schools informs its employees, students, and parents/guardians of the schools’ policies regarding the use of technology in and out of the classroom. Northern United Charter Schools encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Northern United Charter Schools' employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Northern United Charter Schools advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at our schools and encourages students to practice compassion and respect each other.

Northern United Charter Schools educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Northern United Charter School' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Northern United Charter Schools informs all their employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Northern United Charter Schools annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other employees who have regular interaction with students.

Northern United Charter Schools informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Northern United Charter Schools also informs certificated employees about the groups of students determined by Northern United Charter Schools and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Northern United Charter Schools encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Northern United Charter Schools' students.

Complaint Procedures

Scope of the Complaint Procedures

Northern United Charter Schools will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Northern United Charter Schools' UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Northern United Charter Schools will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Northern United Charter Schools' Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Northern United Charter Schools' Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

All Northern United Charter Schools' staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Northern United Charter Schools' Board of Directors requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Director (or the President of the Northern United Charter Schools' Board of Directors if the complaint is against the Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, Northern United Charter Schools will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Northern United Charter Schools' students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Northern United Charter Schools acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Northern United Charter Schools on a case-by-case basis.

Northern United Charter Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Director, a non-employee Board member who is not the President or a parent/guardian of a student at Northern United Charter Schools will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment.

Right of Appeal

Should a complainant find Northern United Charter Schools' resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Northern United Charter Schools' decision or resolution, submit a written appeal to the President of the Northern United Charter Schools' Board of Directors, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

S-20 Harassment, Intimidation, Discrimination, and Bullying Policy

Adopted on 8/14/2024

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Northern United Charter Schools prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Northern United Charter Schools will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Northern United Charter Schools' employees who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Northern United Charter Schools does business, and all acts of Northern United Charter Schools' Board of Directors in enacting policies and procedures that govern Northern United Charter Schools.¹

Northern United Charter Schools complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work

¹ This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

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

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student² or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Northern United Charter Schools.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

² "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

- Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Northern United Charter Schools has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Northern United Charter Schools advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Northern United Charter Schools informs its employees, students, and parents/guardians of the schools’ policies regarding the use of technology in and out of the classroom. Northern United Charter Schools encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Northern United Charter Schools' employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Northern United Charter Schools advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at our schools and encourages students to practice compassion and respect each other.

Northern United Charter Schools educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Northern United Charter School' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Northern United Charter Schools informs all their employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Northern United Charter Schools annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other employees who have regular interaction with students.

Northern United Charter Schools informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Northern United Charter Schools also informs certificated employees about the groups of students determined by Northern United Charter Schools and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and

- Students with physical or learning disabilities.

Northern United Charter Schools encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Northern United Charter Schools' students.

Complaint Procedures

Scope of the Complaint Procedures

Northern United Charter Schools will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Northern United Charter Schools' UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Northern United Charter Schools will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Northern United Charter Schools' Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Northern United Charter Schools' Title IX Policy and UCP is available on the school's website.

Submitting a Report or Complaint

All Northern United Charter Schools' staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Northern United Charter Schools' Board of Directors requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Director (or the President of the Northern United Charter Schools' Board of Directors if the complaint is against the Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, Northern United Charter Schools will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Northern United Charter Schools' students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Northern United Charter Schools acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Northern United Charter Schools on a case-by-case basis.

Northern United Charter Schools prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Director, a non-employee Board member who is not the President or a parent/guardian of a student at Northern United Charter Schools will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Northern United Charter Schools or termination of employment.

Right of Appeal

Should a complainant find Northern United Charter Schools' resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Northern United Charter Schools' decision or resolution, submit a written appeal to the President of the Northern United Charter Schools' Board of Directors, who will serve as the decision maker for the appeal or designate a decision maker for the appeal. The decision maker for the appeal will notify the complainant of the final decision.

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.4 Approval of 2025-2026 Consolidated Application for Funding for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Governing Board approval will enable the school to receive categorical funds for the 2025-2026 school year. Assurances and copies of reports that have been submitted electronically to the California Department of Education are available upon request.

Fiscal Implications:

Title I, Title II, Title IV, Title V revenues

Contact Person/s: Shari Lovett, Kelley Withers

2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	Yes

*****Warning*****

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Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.5 Approval of 2025-2026 Consolidated Application for Funding for NU-SCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Governing Board approval will enable the school to receive categorical funds for the 2025-2026 school year. Assurances and copies of reports that have been submitted electronically to the California Department of Education are available upon request.

Fiscal Implications:

Title I, Title II, Title IV, Title V revenues

Contact Person/s: Shari Lovett, Kelley Withers

2025–26 Certification of Assurances

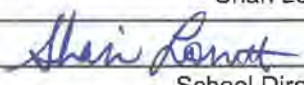
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Shari Lovett
Authorized Representative's Signature	
Authorized Representative's Title	School Director
Authorized Representative's Signature Date	05/13/2025

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2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	Yes

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$5,143
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$5,143

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$5,143
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$5,143
2023–24 Unspent funds	\$0

*****Warning*****

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2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$5,110
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$5,110

Professional Development Expenditures

Professional development for teachers	\$2,760
Professional development for administrators	\$0
Consulting/Professional services	\$2,350
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$5,110
2024–25 Unspent funds	\$0

*****Warning*****

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2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Tammi
Homeless liaison last name	Van Housen
Homeless liaison title	School Counselor
Homeless liaison email address (Format: abc@xyz.zyx)	tvanhousen@nucharters.org
Homeless liaison telephone number (Format: 999-999-9999)	530-842-4509
Homeless liaison telephone extension	227
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

Warning

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2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	11/10/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$44,414
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$100

*****Warning*****

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2025–26 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	09/11/2024
Authorized Representative's Full Name	Shari Lovett
Authorized Representative's Title	School Director

*****Warning*****

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2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Shari Lovett
Authorized Representative's Title	School Director
Authorized Representative's Signature Date	05/13/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.6 Appointment of School Director as a Voting Member Representing the Independently Reporting Charter Schools on the Humboldt/Del Norte SELPA Policy Council

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

NU-HCS is a member of the Humboldt/Del Norte SELPA as our own LEA for special education services, as is one other charter school in the county. Currently we do not have representation on the SELPA policy council, which is the governing board of the SELPA. During this school year, the policy council voted to add one voting member on the council in order to represent the two independently reporting charter schools beginning next fiscal year (2025-2026). The director of the other charter and I decided that I would fill that seat. Our board is required to make this appointment.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



Shari Lovett <slovett@nucharters.org>

Policy Council Voting Approval

1 message

Haley Jones <HJones@hcoe.org>

Tue, May 6, 2025 at 11:56 AM

To: James Malloy <jmalloy@pacificviewcharter.com>, "Northern United HCS (Lovett)" <slovett@nucharters.org>

Cc: Teresa Dexter <tdexter@hcoe.org>

Hi Jim and Shari,

Today, at our Policy Council meeting, the board unanimously approved moving forward to allow for Independently Reporting Charter Schools (charters considered their own LEA for special education purposes) a voting seat on the council. Your charter's are the two in the SELPA that fall into this category. As such, the two of you will need to determine who you would like to sit on the Policy Council to represent Independently Reporting Charter Schools (charters considered their own LEA for special education purposes).

Once you decide, you will need to have your board approve this, you will need an action item to have your board appoint you to this seat. We would need this by September 1st at the latest, so you can start the year as a voting member. Please let us know if you need more guidance on this.

As a voting member, there is also an alternate, so one of you can be the voting member and the other the alternate.

Again, please let us know if you have any questions.

Thanks,

Haley

Haley Jones, M.A., NCSP, L.E.P.

SELPA Executive Director

Humboldt-Dei Norte SELPA

Phone: 707-441-2051

Fax: 707-445-6124

Pronouns: she/her/hers

NOTE: This email message contains information which may be privileged, confidential and/or protected from disclosure. The information is intended only for the use of the individual or entity named above. If you think that you have received this message in error, please email the sender then delete the email from your computer system and destroy any hardcopies of the email. If you are not the intended recipient any dissemination, distribution or copying is strictly prohibited.



SUPERINTENDENT'S SPECIAL EDUCATION POLICY COUNCIL

May 6, 2025 ~ 9:00 AM in the Annex Board Room

AGENDA

- 1.0 CALL TO ORDER and LAND ACKNOWLEDGEMENT**
- 2.0 CLOSED SESSION**
 - 2.1 Announcement of Closed Session Item
 - 2.2 Public Comment on Closed Session Item
 - 2.3 Closed Session Item
 - 2.3.1 Public Employee Performance Evaluation (Gov. Code § 54957) – SELPA Executive Director Evaluation
- 3.0 ADJUSTMENT OF AGENDA**
- 4.0 PUBLIC COMMENTS**
 - 4.1 Public Hearing – 2025/26 Local Plan for Special Education Sections A, D, & E
- 5.0 CONSENT AGENDA**
 - 5.1 Approval of Minutes
March 4, 2025
- 6.0 DISCUSSION/ACTION ITEMS**
 - 6.1 Therapeutic Learning Classroom (TLC) Memorandum of Understanding (MOU) Update
 - 6.2 2025/2026 SELPA Budget Review and Approval
 - 6.3 Independently Reporting Charter School (Charters considered their own LEA for Special Education Purposes) Representation on Humboldt-Del Norte SELPA Superintendent's Special Education Policy Council
 - 6.3.1 Local Plan Section B Update Approval
 - 6.3.2 Policy Council Bylaws Update Approval
 - 6.4 Educationally Related Mental Health Services (ERMHS) – Chargeback Model Approval
 - 6.5 2025/26 Administrative Unit Contract Approval
 - 6.6 2025/26 Officer Appointment
 - 6.7 Local Plan Section A (Contracts and Certifications), Section D (Annual Budget Plan), and Section E (Annual Service Plan) Approval
 - 6.8 Educationally Related Mental Health Services (ERMHS) Updated Guidance
 - 6.9 Superintendent's Special Education Policy Council Calendar Adjustment
- 7.0 INFORMATION ITEMS**
 - 7.1 Director's Report
 - 7.2 Legislative Advocacy Updates
 - 7.3 Committee Update
 - 7.3.1 Fiscal Committee Report
 - 7.3.2 Community Advisory Committee (CAC) Report
 - 7.3.3 Special Education Admin Advisory Committee (SEAAC) Report
- 8.0 COMMUNICATIONS/ANNOUNCEMENTS**
- 9.0 FUTURE AGENDA ITEMS**
 - Policy/Guideline Updates (Continuous)
 - Allowable Costs Matrix (September)
 - AB 602 Allocation Plan Updates (2025/26 SY)
 - Medical Therapy Unit (MTU) Interagency Agreement
- 11.0 ADJOURNMENT**

Accessibility Accommodations

If you require assistance to access the meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Humboldt- Del Norte SELPA Office at 707-441-2051. You are encouraged to provide as much advance notice as possible to better enable the Humboldt-Del Norte SELPA to meet your accessibility needs in accordance with applicable law.

Public Records

In accordance with Government Code section 54957.5 and the Public Records Act, public records that are distributed to a majority of the Superintendent's Policy Council concerning open session agenda items will be made available upon request. Such records distributed during a public meeting will be made available for inspection at the meeting if prepared by the Humboldt-Del Norte SELPA, or after the meeting if prepared by another party.



Haley Jones
Executive Director

DIRECTOR'S RECOMMENDATION FOR POLICY COUNCIL ACTION

Policy Council Meeting Date:

- May 6, 2025

Agenda Item:

- 6.3 –Independently Reporting Charter School (Charters considered their own LEA for Special Education Purposes) Representation on Humboldt-Del Norte SELPA Superintendent's Special Education Policy Council

Action Requested:

- Approve by action the proposed updates to Local Plan Section B to allow for Independently Reporting Charter Schools (charters considered their own LEA for Special Education Purposes) Representation on the Policy Council
- Approve by action the proposed updates to Policy Council Bylaws to allow Independently Reporting Charter Schools (charters considered their own LEA for Special Education Purposes) Representation on the Policy Council

Relevant Information and Fiscal Implications:

- No Fiscal Implications
- Two local Independently Reporting Charter Schools (charters considered their own LEA for Special Education Purposes) have interest in obtaining a voting seat on the Policy Council
- Independently Reporting Charter Schools (charters considered their own LEA for Special Education Purposes) are considered "Participating LEAs" in our current Local Plan
- Many other SELPAs throughout California allow for Independently Reporting Charter Schools (charters considered their own LEA for Special Education Purposes) to participate as voting members on their governance council
- Community Advisory Committee has reviewed Section B changes with no suggested edits
- Regional votes could be impacted in the future with this change
- Discussed changes in February and March Policy Council Meetings – no suggested edits or input has been provided by Participating LEAs

Previous Policy Council Action:

- None

Page B-5 of 44: Item 3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The SELPA Executive Director, under the direction of the Superintendents' Special Education Policy Council (PC), provides administrative support and coordination of the implementation of the Local Plan. Each participating LEA agrees to carry out the responsibilities and functions assigned in the Local Plan. Each county/region/district/independently reporting charter schools (Charters considered their own LEA for Special Education Purposes) voting representation will be based on the previous year CALPADS count. At the May meeting following the January CALPADS Final count, the recalculation of the votes shall occur for the following school year. Membership is allocated as follows:

- A. Counties: Humboldt and Del Norte,
- B. Regional Designations: Districts of less than 1600 CALPADS,
- C. Single districts of more than 1600 CALPADS
- D. Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) of less than 3500 CALPADS

Regional designation with more than one vote may appoint more than one voting representative. Appointments will be determined by each region and voting representatives will not exceed the total number of votes. The SELPA Executive Director shall serve as a non-voting member of the Council.

The Local Plan, or amendments to the Plan, shall be affected utilizing a voting structure agreed upon by the PC.

The PC shall be composed of the district and county superintendents or their designees. Designation of voting member(s) and an alternate voting member in the event of an absence will be submitted to the SELPA by September 1st of each school year. If both the voting member and the alternate are unable to attend, the vote will be considered absent. The PC consists of County, Regional, Single District, and Independently Reporting Charter School (Charters considered their own LEA for Special Education Purposes) designations. Regional designations may opt to split their votes amongst members of that region. Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) shall be limited to one voting representative for all Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes). Once the combined CALPADS count exceeds 3,500, Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) will have a second vote, and can appoint a second voting representative. The PC membership consists of eleven to sixteen representational seats. With the exception of Del Norte County Office of Education and Del Norte Unified School District, who may elect to combine their respective seats on the Council, all other representational seats shall be occupied by different individuals.

A quorum shall consist of a majority of members of the Policy Council. A majority vote of votes represented shall be determined by the majority of the total weighted votes of the current number of voting Policy Council members.

Meetings shall be conducted according to Robert's Rule of Order, revised and abridged version (2020). Unless the vote is unanimous, a roll call vote shall be recorded in the minutes for each vote, regardless of the outcome of the final vote.

The meetings shall be chaired by a person elected from the membership. The SELPA Executive Director's role at the meetings shall be to present information and data for review, and to propose recommendations for consideration, by the Policy Council.

CALPADS Range for county/region/district: 0 - 1,600 = 1 vote

1,601 - 3,200 = 2 votes

3,201 - 4,800 = 3 votes

4,801 - 6,400 = 4 votes

6,401 - 8,000 = 5 votes

CALPADS Range for Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes): 0 - 3,500 = 1 vote

3,501 - 8,000 = 2 votes

A participating agency of the SELPA and/or the SELPA Executive Director may propose changes in the Governance structure or amendments to the Local Plan at any time to the Policy Council. Proposed changes shall be announced at a prior meeting, and information shall be sent to all participating districts prior to the meeting at which the proposed change shall be up for the vote.

Changes to the Bylaws of the Policy Council or amendments to the Local Plan shall only be made upon a majority vote of the Policy Council.

Exception: If a participating agency proposed to withdraw its membership in the Humboldt-Del Norte SELPA, said proposal shall be submitted to the Policy Council no later than December 31 of the year preceding the proposed withdrawal. The option to withdraw from SELPA shall not be subject to a vote of the Policy Council but shall be subject to review/approval by the California Department of Education.

Responsibilities of LEA Superintendents or Designees [EC 56205(a)(12)(D)(i)]

- Provide administrative leadership in support of the special education programs operated by the Local Education Agency. [EC 56195.5 (a)]
- Act as a liaison between the governing board of the Local Education Agency and the PC, transmitting suggestions for the development and/or modification of policy to the PC and vote upon such matters in accordance with direction from the Local Education Agency governing boards.
- Annually recommend to the governing board the modifications of Local Education Agency special education programs that are necessary to meet the changing needs of students, to be included in the annual service and budget plans submitted to the SELPA.
- Maintain and submit financial and program information to the administrative unit and SELPA as required. Establish and maintain all procedural safeguards as defined by the Individuals with Disabilities Education Act.

- Provide for the ongoing evaluation of special education programs operated by the Local Education Agency in accordance with guidelines established by the California Department of Education.
- Respond to all complaints and requests for due process relative to the provision of services to students with disabilities

BYLAWS OF THE HUMBOLDT - DEL NORTE SELPA SUPERINTENDENTS' SPECIAL EDUCATION POLICY COUNCIL

The purpose of the Superintendents' Special Education Policy Council (hereinafter referred to as the Policy Council) is to serve as the fiscal and policy authorizing body for the Humboldt-Del Norte SELPA.

I. MEMBERSHIP

The Policy Council shall be composed of the district and county superintendents or their designees (see Appendix A Voting Structure). Designation of voting member(s) and an alternate voting member in the event of an absence will be submitted to the SELPA by September 1st of each school year. If both the voting member and the alternate are unable to attend, the vote will be considered absent. The policy council consists of County, Regional, Single District, and Independently Reporting Charter School (Charters considered their own LEA for Special Education Purposes) designations. Regional designations may opt to split their votes amongst members of that region. Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) shall be limited to one voting representative for all Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes). If the combined CALPADS count exceeds 3,500, Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) will have a second vote, and can appoint a second voting representative. The Policy Council membership consists of eleven to sixteen representational seats. With the exception of Del Norte County Office of Education and Del Norte Unified School District, who may elect to combine their respective seats on the Council, all other representational seats shall be occupied by different individuals.

The number of votes for each seat shall be determined by CALPADS annual enrollment. At the May meeting following the January CALPADS Final count, the recalculation of the votes shall occur for the following school year. Membership is allocated as follows:

- A. Counties: Humboldt and Del Norte,
- B. Regional Designations: Districts of less than 1600 CALPADS,
- C. Single districts of more than 1600 CALPADS
- D. Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes) of less than 3500 CALPADS

II. MEETING TIME AND PLACES - PUBLIC PARTICIPATION

At the May organizational meeting, a calendar of meetings for the Policy Council shall be established for the next school year. The Policy Council shall meet a minimum of four times between September and June. Special meetings may be called by the SELPA Executive Director or with the oral or written request of seven of the voting members, according to the Brown Act, with as much notice as possible.

The Policy Council meetings shall be considered public meetings. Notice of the Policy Council meetings shall be posted at Humboldt County Office of Education, Del Norte County Office of Education, LEA District offices and the Humboldt – Del Norte SELPA website.

The Policy Council shall receive input from the public on each agenda item as it arises and shall reserve a time to take input from the public in attendance on no-agenda items. Persons wishing to address the Policy Council shall normally submit their requests in writing and in advance to the SELPA Executive Director or Policy Council Chair who will provide up to three minutes for input. The Policy Council may vote to extend the time. If timed items on the agenda are not adversely affected, the Chair may take input requests orally from the floor.

III. RULES OF CONDUCT OF MEETING -- MAINTENANCE OF HISTORICAL RECORD

A quorum shall consist of a majority of members of the Policy Council. A majority vote of votes represented shall be determined by the majority of the total weighted votes of the current number of voting Policy Council members.

Meetings shall be conducted according to Robert's Rule of Order, revised and abridged version (2020). Unless the vote is unanimous, a roll call vote shall be recorded in the minutes for each vote, regardless of the outcome of the final vote.

The meetings shall be chaired by a person elected from the membership. The SELPA Executive Director's role at the meetings shall be to present information and data for review, and to propose recommendations for consideration, by the Policy Council. All requests for agenda items should be submitted to the SELPA Executive Director in writing at least seven (7) working days before the next meeting in order to facilitate distribution of the agenda to Policy Council members. Minutes of each meeting shall be sent to each participating agency in the SELPA. A copy of each Policy Council agenda, accompanying backup materials and minutes shall be maintained for a minimum of three years by the SELPA Executive Director.

IV. OFFICERS, ELECTIONS, TERMS AND VOTES

A. Officers

Chairperson - Facilitator of meeting; review proposed agenda.

Vice Chairperson - To act as chairperson in the absence of the chair.

Parliamentarian - Timekeeper; rule on procedural parliamentary issues.

Liaison to CAC - The SELPA Director shall automatically serve as liaison.

B. Elections

Officers shall be elected annually at the May organizational meeting.

C. Terms

Officers shall be elected for a one-year term. No single member of the Policy Council shall serve in more than one office simultaneously but may serve consecutive terms in the same office or in another office.

D. Votes

Member votes shall be determined by CALPADS count as follows:

CALPADS Range:	0 - 1,600 = 1 vote
	1,601 - 3,200 = 2 votes
	3,201 - 4,800 = 3 votes
	4,801 - 6,400 = 4 votes
	6,401 - 8,000 = 5 votes

CALPADS Range for Independently Reporting Charter Schools (Charters considered their own LEA for Special Education Purposes): 0 – 3,500 = 1 vote
3,501 – 8,000 = 2 votes

V. BYLAW CHANGES - LOCAL PLAN AMENDMENTS

A participating agency of the SELPA and/or the SELPA Executive Director may propose changes in the Governance structure or amendments to the Local Plan at any time to the Policy Council. Proposed changes shall be announced at a prior meeting, and information shall be sent to all participating districts prior to the meeting at which the proposed change shall be up for the vote.

Changes to the Bylaws of the Policy Council or amendments to the Local Plan shall only be made upon a majority vote of the Policy Council.

Exception: If a participating agency proposed to withdraw its membership in the Humboldt-Del Norte SELPA, said proposal shall be submitted to the Policy Council no later than December 31 of the year preceding the proposed withdrawal. The option to withdraw from SELPA shall not be subject to a vote of the Policy Council but shall be subject to review/approval by the California Department of Education.

VOTING - STRUCTURE	DISTRICT	CBEDS Total 2023/24	2024/25 Voting Allocation	Potential Voting Allocation	
County	Del Norte County Office of Education	368	368	1	Jeff Harris
County	Humboldt County Office of Education	297	427	1	Michael Davies-Hughes
County	Humboldt County Office of Education - Northcoast Prep	130			
Region - Eureka	Cutten Elementary	561	1814	2	Becky MacQuarrie
Region - Eureka	Freshwater Elementary	313			
Region - Eureka	Garfield Elementary	67			
Region - Eureka	Kneeland Elementary	28			
Region - Eureka	South Bay Union Elementary	407			
Region - Eureka	South Bay Union Elementary - Alder Grove	438			
Region - Ferndale/Mattole	Ferndale Unified	482	518	1	Danille Carmesin
Region - Ferndale/Mattole	Mattole Unified	36			
Region - Fortuna	Bridgeville Elementary	37	3355	3	Angela Johnson
Region - Fortuna	Cuddeback Union Elementary	159			
Region - Fortuna	Fortuna Elementary	1048			
Region - Fortuna	Fortuna Elementary - Redwood Prep	230			
Region - Fortuna	Fortuna Union High	1083			
Region - Fortuna	Hyderville Elementary	224			
Region - Fortuna	Loleta Union Elementary	75			
Region - Fortuna	Rio Dell	307			
Region - Fortuna	Scotia Union Elementary	192			
Region - Klamath-Trinity	Klamath-Trinity Joint Unified	939	939	1	Jennifer Lane
Region - No. Humboldt	Arcata Elementary	493	3638	3	Luke Biesecker/DeAnn Waldvogel/Julie Giannini- Previde
Region - No. Humboldt	Arcata Elementary - Coastal Grove	220			
Region - No. Humboldt	Arcata Elementary - Fuente Nueva	140			
Region - No. Humboldt	Arcata Elementary - Redwood Coast	185			
Region - No. Humboldt	Arcata Elementary - Union Street	99			
Region - No. Humboldt	Big Lagoon Union Elementary	20			
Region - No. Humboldt	Blue Lake Union Elementary	160			
Region - No. Humboldt	Feldbrook Elementary	111			
Region - No. Humboldt	Green Point Elementary	6			
Region - No. Humboldt	Jacoby Creek Elementary	462			
Region - No. Humboldt	Maple Creek Elementary	3			
Region - No. Humboldt	McKinleyville Union Elementary	924			
Region - No. Humboldt	Orick Elementary	10			
Region - No. Humboldt	Pacific Union Elementary	530			
Region - No. Humboldt	Pacific Union Elementary - Trillium	42			
Region - No. Humboldt	Peninsula Union	65			
Region - No. Humboldt	Trinidad Union Elementary	168			
Region - So. Humboldt	Southern Humboldt Joint Unified	645	645	1	Sarah Schlpper
Single District - Eureka	Eureka City Schools	3538	3538	3	Gary Storts
Single District - Del Norte	Del Norte Unified School District	3722	3722	3	Tom Kissinger
Single District - Northern Humboldt	Northern Humboldt Union High	1756	1929	2	Gayle Conway
Single District - Northern Humboldt	Northern Humboldt Union High - Laurel Tree	173			
Charters - Independent for Special Ed	Northern United - Humboldt Charters	315	463	1	
Charters - Independent for Special Ed	Pacific View Charter 2.0	148			
		21356		22	13

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.7 Approval of WASC Mid-Cycle Report for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The 2024-2025 school year was the third year of a six year WASC accreditation cycle. WASC required a mid-cycle report at the end of the third year. The report requires reviewing the progress on our school action plan over the previous three years. Please see the attached report.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Mary Havens



Northern United-Humboldt Charter School Self Study Report

**2120 Campton Rd. St I
Eureka, CA 95503**

Humboldt County Office of Education

Visit Date: March 21-23rd, 2022

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I: School Description- 1 page max

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion. Include CA Dashboard Summary Data and other important local data.

Key information about Northern United-Humboldt Charter School:

- Northern United-Humboldt Charter School (NU-HCS) is in its seventh year of operation (2024-25) as a countywide benefit, non-classroom based, independent study public charter school, authorized by Humboldt County Office of Education (HCOE). Prior to the 2018-19 school year, our students, staff and facilities were a part of Mattole Valley Charter School (MVCS).
- There is an intentional focus on the needs of the student population, which mirror the demographics of Humboldt County as a whole: primarily Caucasian and low socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact that Humboldt County is at the top of the list of the counties in California as having alarmingly high Adverse Childhood Experience (ACE) scores.
- Additionally, there is a focus on the distinct challenges that rural schools often face such as: Limited access to advanced coursework, extracurriculars, and technology; transportation barriers, fewer healthcare and mental health services, higher levels of poverty or economic instability and our school works toward mitigating those needs for our students (where possible).
- Northern United - Humboldt Charter School students are educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology, community based education and in dual/co-enrollment opportunities with local and distance institutions of higher education. Our school offers several ways to deliver learning:
 - **Home based:** Home based independent study families have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to each family and serves along the continuum of academic advisor to teacher. The instructional methodologies used by the caregiver(s) and/or teacher depend on the setting and the needs of the student(s).
 - **Learning Center based:** Students who attend a learning center have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a learning center facility and meets the needs of the students several days a week at the learning center. The instructional strategies utilized vary given the grade and the needs of the students.
 - **Hybrid:** Students who desire a hybrid home-based and learning center program have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a facility and meets the needs of that student while at the learning center and guides the instruction for the time the student is learning at home. The instructional strategies utilized vary given the grade and the needs of the students.
 - **Virtual:** Students who desire a virtual setting for their education may access that through a home based setting or at a learning center. A credentialed teacher is assigned to a learning center facility and meets the

needs of that student while at the learning center and guides them at home. The instructional strategies utilized vary given the grade and the needs of the students.

- Schoolwide strategies that promote equity are: information meetings, newsletters, advertising, attending community events, partnering with community groups, social media and online advertising
- To learn more about our history, mission, core values, and schoolwide learner goals click here: <https://www.nucharters.org/about-us/>

Current Enrollment/Student Demographics

[Dashboard Data](#) [Demographics](#)

See Northern United-Humboldt Charter School Demographic Data for detailed enrollment and demographic data (ethnicity, gender, socio-economic status, foster, homeless, students with disabilities, language proficiency) for each year from 2022-2025.

II: Significant Changes and Developments- 1 page max

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit.
- Describe the impact these changes and/or developments have had on the students, school, and/or staff.

The biggest changes for Northern UNited-HUmboldt Charter School over the past three years have been: becoming a community school, separating social/emotional counseling from academic counseling, diversifying our CTE and dual enrollment program.

NU-HCS was selected as a recipient of both the **California Community Schools Planning Grant** and the **Implementation Grant**, positioning the school to more deeply integrate wraparound services, family engagement, and equity-driven initiatives. This has allowed us to hire a community school coordinator and expand our **service learning and civic engagement** opportunities. Some of the events we have hosted have been: leadership groups at ELC and CLC, sports and sports celebration night, Harvest Carnival, food drive, food bags/holiday meals, dental van, volunteering at local senior homes. These events have fostered a stronger sense of responsibility and connection among students while enriching community partnerships. These grants have enabled us to expand our support for the whole child while strengthening relationships with local partners. Additionally, we joined **Cohort IV of the California Engagement Initiative**, aligning our school more closely with statewide frameworks focused on collaboration, continuous improvement, and student-centered design.

As one of the NU-HCS goals is increasing 'prepared' on the dashboard, our counseling department became instrumental in leading the push for increasing knowledge and awareness of these different programs that could help with that. The administration team decided to split duties between an academic counselor and a social/emotional counselor, hoping to lighten the load in a way for both. From the beginning of that transition there were communication issues and a lack of clarity on which staff member would complete important schoolwide tasks. Then, in the middle of the 23/24 school year, our academic counselor left for another position. This caused a great deal of upheaval in the department and left one counselor to take care of all the social/emotional needs of the students, as well as support academic counseling. As such, many of our goals for change and growth were left on pause. For the 24/25 school year, we hired a College and Career Director from within, so this person was already knowledgeable on the ins and outs and specific challenges of our type of school. The College and Career Director was able to take the goals for change off pause and begin moving forward, which is why so many positive changes have been made all in this last school year, which results in positive change for the students and the school, but not a strong data trail to analyze.

In the last three years, we have focused on expanding our CTE and dual enrollment programs, but this has not come without its challenges. Our school does not have a large enough student body to support a diverse number of CTE courses on our own, therefore we got creative with the way in which we looked for CTE classes, and how we engage in CTE conversation with other educational partners in our region. We began talking with our county office and asking if

they might help us network and build a program within the county that would give smaller charters like ours the chance to participate in more diverse CTE programs (similar to what our local larger high schools can offer). Out of this brainstorming group came the idea to share CTE classes with the other non classroom based charters in our county. There are three of those schools here, and so we decided to pool our resources and try to bring a wider variety of courses to our students by sharing enrollment in these classes. The way this works is one entity 'hosts' the class, which means they hire the teacher, prepare the curriculum and have the space for the class on their campus. Then, that school informs the other schools how many 'open' spots they have in the class to enroll outside students. This is a 'first come first served' kind of scenario. Another resource we have utilized is that the county office has hired teachers and established a CTE course, which they then offer to the charters in a similar, 'first come first served' manner. Using these methods, we have been able to expand our CTE program to include: Building Trades, Culinary Arts, Intro to Media Careers, Intro to Music Careers, Programming, and Health Sciences. This is a great plan for diversifying the offerings to our students, but it comes along with its own unique challenges. For example: each school has slightly different calendars; each school has slightly different expectations for data collections, grades, and educational reporting. Therefore, it requires a lot of communication and assistance to help each teacher understand that they may be working with students enrolled in three different schools. We are still working on solidifying the communication piece so that each staff member feels like they have the information they need to run a successful classroom. This includes the CTE teachers as well, who often need things like contact lists for parents and IEPs at a glance provided for them, since if they are not an employee of our school, and they do not have access to our school management system.

III: Engagement of Educational Partners in Continuous School Improvement- 2 paragraph

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
 - **How were educational partners involved in developing the schoolwide action plan/SPSA?**
 - **How were educational partners involved in implementing and monitoring the schoolwide action plan/SPSA?**
 - **How were educational partners involved in the preparation of the progress report**

Our WASC Action Plan is fully aligned with our LCAP Goals. We use educational partners in the improvement process on an annual basis. NU-HCS actively involves a wide range of educational partners in the schoolwide improvement process, including: teachers and staff, students, parents and guardians, school leadership team, community partners. To ensure broad input and ongoing collaboration, the school used multiple strategies to engage our educational partners:

- **Surveys** (staff, student, parent) to gather feedback on school climate, instructional practices, and priorities.
- **Interviews and Focus groups** to discuss findings from the initial WASC visit and solicit suggestions for improvement.
- **Parent/Community Advisory Council (CAC)**
- **Leadership Team**
- **Staff Meetings** serving as forums for teachers to align instructional strategies to WASC goals.
- **Administrative Meetings**
- **Board Meetings**
- **Student voice** was included through leadership groups, interviews, surveys, and classroom-based discussions.

Educational partners were engaged not just for feedback but also in the *analysis* and *decision-making* processes:

- Faculty and leadership teams analyzed assessment data and perception surveys to identify areas of need.
- Parent and community input helped prioritize improvement areas, particularly in student support and communication.
- Students provided insights that influenced school climate initiatives and equity practices.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA- 4 page max

The purpose of this section is to analyze progress on how the school has improved student success and well-being through the implementation of the schoolwide action plan/SPSA since the last visit and to determine how those actions impact student learning and initiatives for continuous school improvement.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress on school goals and growth areas for continuous improvement identified in the schoolwide action plan/SPSA. Cite relevant supporting evidence and data.
- Explain how the cited supporting evidence led to your conclusions on progress and impact on student learning.

Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate why.

Goal 1: Increase student scores on Math and ELA CAASPP tests

Assessment Data

Northern United-Humboldt Charter has worked tirelessly on this goal. We have tried to infuse the desire to strengthen scores into all of our staff PD and messaging. We have a category for assessments standing on the agendas of both our All Staff meetings and our Leadership meetings monthly. This year, we have switched to using IXL as our in house assessment and research backed intervention system, and we can already see student improvement (as supposed to when we were using STAR Renaissance). The data is easier to synthesize and see improvement and where students still need work. However, this will be the telling year to see whether improvement on IXL equals improvement on CAASPP. Thus far, even though we have strengthened the general attitude around testing, and gotten all the teachers on board with both using IXL regularly and familiarizing themselves and students with CAASPP through interims and practice, we have not seen great growth in students meeting the standard.

We have hit some significant bumps with our intervention program. Mostly, we will hire someone to be the 'intervention specialist' and that person is called on to fill another role, thus leaving the intervention program in a state of disarray. We have not been able to fully implement an intervention program that happens with fidelity and therefore we have not seen the schoolwide growth in students moving below their grade level into their grade level standard.

Goal 2: Increase the number of graduates designated as prepared on the College and Career Indicator on the California School Dashboard.

Growth Toward Prepared Graduation Rates

The combination of our high school graduation requirements (aligned with California's "a-g" requirements), our high school graduation rates, and our focus on college and career

counseling and exposure continued to be a goal that most students wanted to and proved they could achieve. It is still too soon to predict what the transition of a long-time College and Career Counseling director and new high school leadership could have on these rates moving forward.

Overall, we seem to be moving in a positive direction for more students to hit 'prepared' on the dashboard. We have worked toward training the high school level teachers to better understand that the state no longer views 'meeting high school graduation requirements' as enough when we are looking at how to best prepare our students for the world. We have held workshops and high school staff meetings to review the CCI and to discuss how best to meet these markers.

Teachers and students all have a better understanding of A-G requirements. We have flyers and posters up in all of our learning centers. The College and Career Director and students' primary teachers speak with them about the differences between graduation requirements and graduating college ready. We have expanded some of our class offerings to try to align A-G course offerings with topics students might be more interested in. We are still struggling with both VAPA and Language Other than English (LOTT). We don't have a lot of options for in person LOTT classes, and we have been unable to hire a LOTT teacher. Conversely, we struggle with students completing their VAPA requirements if they are mainly home based independent study, since the arts tend to be very hands-on.

We have added several CTE pathways, and have partnered with both our county office and other local independent study charter schools to make these pathways possible. We have done a lot of 'out of the box' thinking and sharing of resources to gain access to more pathways for our students. We currently have students participating in: Building Trades, Mental and Behavioral Health, Culinary Arts, Health Sciences, Hydroponics, Computer Programming, Intro to Media and Intro to Music Careers.

Northern United-Humboldt Charter has partnered with our local community college, College of the Redwoods (CR), to come up with a more solid support system for students choosing the dual enrollment pathway. We have sent our College and Career Director to Dual Enrollment PD and have worked to meet with students that could benefit from taking college classes by explaining to them how taking a college class in high school could work for them. This has upped interest- more students want to take college courses. However, our partnership with the local college remains tenuous- it is hard to get communications dealt with by them quickly, and our students don't currently see any extra supports when they are on the CR campus. This is leading to students receiving a grade below a 'C' or dropping CR classes entirely.

Overall, NU-HCS can show student growth by the way our seniors are prepared when they are graduating high school. This year, we have students graduating with CTE pathways complete, with 2 or more Dual Enrollment courses, and with A-G completion; as well as an overall increase of students seeking to take these academic pathways. See data here: [Growth toward CCI Prepared](#)

Students seem better equipped to make decisions regarding their own educational choices. We have employed several methods with the students to help them understand that their high school career is a journey, and they need to make that journey work for them. Some of those methods are: slideshow presentations, pamphlets/how to guides, 4 year plans and/or academic planners, one on one time to look at transcripts and discuss opportunities, field trips to local colleges and trade shows, visitors into the classes from both traders and local colleges, flyers and informational emails regarding local programs, employing QR codes for students to learn more. Whether students choose to take and complete high level academic courses, or by focusing on career readiness skills, NU-HCS students are being asked to look at their own transcripts and four year plans and participate in the decision making process. Overall, this is leading to students setting higher expectations for themselves, and looking for ways that they can be more prepared for life after high school.

Goal 3: Strengthen engagement with our educational partners.

NU-HCS has made strong progress in building inclusive, authentic engagement practices aligned with its goal to increase family and community involvement. One of the most impactful efforts has been our two-year participation in the Community Engagement Initiative (CEI), where a team of staff, students, parents, and community partners have worked collaboratively to strengthen shared leadership and co-design opportunities. This CEI team has engaged in training, reflection, and planning sessions designed to build capacity around listening to and acting on the voices of historically underrepresented stakeholders.

Complementing this work, we launched the Community Advisory Council (CAC) to streamline engagement efforts across our LCAP, Community School initiatives, and broader family/community partnerships. The CAC meets four times annually in a hybrid format, and insights gathered from these meetings inform leadership and board-level decisions. This structure has made our planning more transparent, participatory, and responsive to community input.

In addition to planning structures, NU-HCS has hosted events that encourage direct community involvement. Initiatives like "May It Forward", in which students volunteer in community senior homes, food banks, and local nonprofits, and donation drives have provided meaningful opportunities for students to contribute to the region they live in. Other events we have hosted include: Harvest Carnival, parent/caregiver appreciation night, sports events and a sports banquet, school dances, community yard sales, Bingo night, Talent show, Ice Cream social, Kindness Week, and others. These events allow our school community at large to interact, and bring in parents and other community partners. Our teachers have worked with several other local groups to bring educational experiences to the students, such as: Mad River Hatchery, Beach Clean Up, Cal-Poly Center for the Arts, Friends of the Dunes, Drone club, foster grandparent program, Indian Action Council, Department of Health and Human Services, Blue Lake Rancheria and others.

In 2024/25 our school was awarded the Middle College/Early College Grant of \$250,000. This grant allows us to pay for the College and Career Director's salary, as well as for professional development opportunities. That position does a lot of work with educational partners such as Cal Poly, Humboldt (CPH) and College of the Redwoods (CR) to strengthen our dual and concurrent enrollment program for the students. We have a CCAP agreement with College of the Redwoods for our students to attend their classes, and we are also working to bring some of their courses onto our campus. CR (College of the Redwoods) has had turnover in their staff that oversees Dual Enrollment so our partnership is not as far along as we would like, but we are continually working at it. Additionally, this is the first year that the High School Scholars (HHS) program is being offered at Cal Poly, Humboldt. That program allows high school students with a 3.0 or better to apply to CPH and take classes on their campus in Fall 2025. This will also bring another option to our students for their Language Other than English requirement.

As mentioned above, we work closely with Humboldt County Office of Education and other local charter schools to bring CTE programs, clubs and electives to our students on a wider basis than we would be able to on our own. This partnership has been fruitful in bringing local school staff closer together, and creating more opportunities for us to work together on community events.

We look forward to continuing to build and grow our network of partnerships and bring more educational and social opportunities to our students.

V: Revised Schoolwide Action Plan/SPSA- ½ page

- Based on the findings of the current mid-cycle report, further revise the schoolwide action plan/SPSA as needed and include a link to the school's revised schoolwide action plan/SPSA.

Please see our new [NUHCS Revised Schoolwide Action Plan June 2025](#) for updated information on how we will continue to improve and work on our three goals.

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.8 Approval of WASC Mid-Cycle Report for NU-SCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The 2024-2025 school year was the third year of a six year WASC accreditation cycle. WASC required a mid-cycle report at the end of the third year. The report requires reviewing the progress on our school action plan over the previous three years. Please see the attached report.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller



NORTHERN UNITED SISKIYOU CHARTER SCHOOL MID-CYCLE REPORT

**423 S. Broadway
Yreka, CA 96097**

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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1: School Description (1 page maximum)

Northern United – Siskiyou Charter School (NU-SCS) is a TK–12 public charter school serving students across rural Northern California through a hybrid instructional model. Students access education via homeschool curriculum, on-site academic and enrichment classes, and personalized learning pathways. NU-SCS **emphasizes flexibility, family engagement, and whole-child development**, while maintaining alignment with California standards and college/career readiness.

NU-SCS officially opened in the 2018–19 school year, following the closure of Mattole Valley Charter School (MVCS), which had previously operated the program. The school's founding was a direct response to the California Supreme Court's 2017 ruling in *Shasta v. Anderson*, which required MVCS to cease operations under its former model. As a result, the MVCS administrative team submitted charter petitions to both Humboldt and Siskiyou County Offices of Education, leading to the creation of Northern United Charter Schools (NUCS), which operates schools in both Humboldt and Siskiyou counties. NU-SCS began instruction on August 27, 2018, and has since developed its own identity grounded in personalized learning, equity, and local community engagement. We offer a range of programs, including A-G coursework, CTE pathways, dual enrollment, special education services, intervention support, and social-emotional learning (SEL) activities.

To promote **diversity, equity, and inclusion (DEI)**, NU-SCS integrates culturally responsive teaching and trauma-informed practices into instruction. Staff participate in ongoing professional development focused on equity and inclusion, and our family engagement efforts are tailored to reflect the cultural and linguistic diversity of our school community. The school provides targeted support for English Learners, foster youth, and students with disabilities, and ensures access to differentiated instruction through paraprofessionals and small-group academic intervention.

As of May 2025, enrollment includes 124 students. Demographics reflect: 62.1% White, 17.7% Hispanic/Latino, 4.8% American Indian/Alaska Native, and 8.1% two or more races. 11% of students receive services under IDEA or Section 504, 82% are socioeconomically disadvantaged, and 6% are homeless. See [WASC Evidence folder](#).

Student performance trends show growth in elementary reading achievement. The trend for graduation rates has been up and down over the last few years. Many of our high school students arrive at our school as juniors or seniors already credit deficient, meaning our students are not always able to graduate in four years. Data indicates ongoing needs in math proficiency, particularly at the secondary level. Site-based instruction and tutoring support have contributed positively to academic progress. Student performance data is in our [WASC Evidence folder](#).

Social-emotional well-being is a growing area of focus. Attendance data and student check-ins point to the importance of increased SEL programming and wellness resources. Continued investment in SEL strategies and academic equity is essential to meeting the diverse needs of our students.

2: Significant Changes and Developments (1 page maximum)

Since the last WASC self-study visit, Northern United – Siskiyou Charter School (NU-SCS) has experienced several significant developments that have shaped our academic offerings, student support systems, and community engagement efforts.

Our four day a week elementary program in Mt Shasta has transitioned to a home-based learning model with one day of enrichment activities at the learning center. This change was a result of parent and educational community feedback reflecting the needs of the community.

NU-SCS was selected as a recipient of both the **California Community Schools Planning Grant** and the **Implementation Grant**, positioning the school to more deeply integrate wraparound services, family engagement, and equity-driven initiatives. This has allowed us to hire a community school coordinator and expand our **service learning and civic engagement** opportunities. We hosted collaborative **donation drives with Goodwill**, and created an annual event called “**May it Forward**”, during which students volunteer in community-based projects such as neighborhood cleanups and food bank assistance. These events have fostered a stronger sense of responsibility and connection among students while enriching community partnerships. These grants have enabled us to expand our support for the whole child while strengthening relationships with local partners. Additionally, we joined **Cohort IV of the California Engagement Initiative**, aligning our school more closely with statewide frameworks focused on collaboration, continuous improvement, and student-centered design.

We were also awarded the **Golden State Pathways Program (GSPP) grant**, totaling nearly \$450,000. This funding has supported the launch of a new **CTE Manufacturing program**, which prepares high school students for transition into a similar program at College of the Siskiyous. The long-term goal is to build a talent pipeline for regional employers such as Pfeffer Vacuum in Yreka, enhancing local economic development and postsecondary opportunities for students.

Our **school nutrition program** also underwent a major upgrade. We now partner with **Fire Monkey**, a company known for providing healthy, fresh meals to wildland firefighters. This shift has improved the quality and nutritional value of meals offered to students and contributed to increased participation in the school meal program.

Collectively, these changes have positively impacted student engagement, staff collaboration, and our school’s visibility and role within the community. The integration of expanded programming and services reflects our commitment to continuous improvement and equitable access for all learners.

3: Engagement of Educational Partners in Continuous School Improvement (2 paragraph maximum)

To strengthen collaboration and streamline planning processes, Northern United – Siskiyou Charter School (NU-SCS) developed a **consolidated educational partnership structure** known as the **Community Collaboration Council (CCC)**. This body combines input and engagement efforts related to the LCAP, community school initiatives, and broader community engagement under one umbrella. The CCC meets four times per year in a hybrid format to maximize accessibility for families, staff, and community members. During these meetings, participants review student data, assess progress toward goals, and provide feedback on emerging needs and priorities.

Information and insights gathered from CCC meetings are then shared with both the **NUCS Leadership Team** and the **Administrative Team**, where they are further discussed and incorporated into ongoing decision-making and schoolwide planning efforts. These updates are also regularly communicated to the **NUCS Board of Directors** to ensure alignment with governance and policy. The WASC mid-cycle progress report was developed, monitored, and updated by the school's directors, who used input from these collaborative structures to inform reflections on progress and next steps.

[WASC Evidence folder](#)
[Community Collaboration Council evidence folder](#)

4: Progress on the Implementation of the Schoolwide Action Plan (4 page maximum)

Since the last self-study visit in 2022, NU-SCS has made meaningful progress in implementing its schoolwide action plan, with a focus on both academic growth and whole-child development. The plan emphasized several key areas: improving academic performance (particularly in math and literacy), strengthening social-emotional supports, expanding college and career readiness pathways, and enhancing educational partner engagement.

Goal 1: Improve Academic Achievement

Progress has been made in reading intervention and early literacy support. Intervention services in the lower grades, supported by paraprofessionals, have led to steady growth in internal reading assessments across most grade levels. To improve alignment with state standards and better support instructional decision-making, the school transitioned from using Renaissance assessments to **IXL**, after identifying a misalignment between Renaissance results and CAASPP performance. Math proficiency remains an area of need, especially in middle and high school, though the increased use of digital curriculum tools like IXL and personalized pacing models is beginning to show improvement.

[WASC Evidence Folder](#)
 Evidence includes:

- Internal benchmark data (Renaissance and IXL - Parsec)
- CA Dashboard CAASPP results from 2022 to 2024
- Reading and math growth trend charts based on enrollment length (Parsec)

Goal 2: Strengthen Social-Emotional Supports

The launch of the **Outdoor Resiliency Building Experiences (ORBE)** program has provided students with team-building, leadership, and mental health enrichment opportunities. Partnerships with Stable Hands (equine therapy) and other local organizations have expanded social-emotional learning experiences. These efforts, alongside consistent staff training in trauma-informed practices, restorative justice, and our SEL curriculum, Character Strong, and Aperture have contributed to improved attendance and stronger relationships among students, families and staff.

WASC Evidence Folder

Evidence includes:

- Attendance data and chronic absenteeism and suspension rate trends
- Aperture SEL screening data
- Student feedback/testimonials from ORBE or SEL programs

Goal 3: Expand College and Career Readiness

NU-SCS launched a CTE Manufacturing pathway designed to articulate directly with programs at College of the Siskiyous. This has created a direct bridge between high school and regional job opportunities, especially in partnership with Pfeiffer Vacuum. We currently have 10 students enrolled in the Manufacturing pathway. Through the support of the **Golden State Pathways Program (GSPP)** grant, we were able to increase the FTE of our high school counselor. We have not had a counselor in-person for three years prior to the 2023-24 school year, when we were able to hire a halftime counselor, who is now full time thanks to the grant. As part of the GSPP grant, we also plan to expand our CTE manufacturing and CTE digital media arts programs to Mt Shasta in the fall of 2025. We paused our CTE Digital Media Arts and CTE Sustainable Ag programs for this year. Our CTE Digital Media Arts program will resume in the fall of 2025. Our CTE Sustainable Ag teacher became our Community School Coordinator. We plan on resuming that CTE program as soon as possible. In addition, high school students are engaging in dual enrollment and A-G aligned coursework at higher rates.

WASC Evidence Folder

Evidence includes:

- Enrollment in CTE Manufacturing courses (2023–2025)
- Dual enrollment participation and completion data
- CCI data from CA Dashboard

Goal 4: Increase Family and Community Engagement

NU-SCS has made strong progress in building inclusive, authentic engagement practices aligned with its goal to increase family and community involvement. One of the most impactful efforts has been our two-year participation in the **Community Engagement Initiative (CEI)**, where a team of staff, students, parents, and community partners have worked collaboratively to strengthen shared leadership and co-design opportunities. This CEI team has engaged in training, reflection, and planning sessions designed to build capacity around listening to and acting on the voices of historically underrepresented stakeholders.

Complementing this work, we launched the **Community Collaboration Council (CCC)** to streamline engagement efforts across our LCAP, Community School initiatives, and broader family/community partnerships. The CCC meets four times annually in a hybrid format, and insights gathered from these meetings inform leadership and board-level decisions. This structure has made our planning more transparent, participatory, and responsive to community input.

In addition to planning structures, NU-SCS has hosted events that encourage direct community involvement. Initiatives like **“May It Forward”**, in which students volunteer in community cleanup projects, food banks, and local nonprofits, and **donation drives co-sponsored with Goodwill**, have provided meaningful opportunities for students to contribute to the region they live in. We also hold an annual **Parent Appreciation Night**, where families are recognized and celebrated for their role in supporting student learning and contributing to our school community.

WASC Evidence folder

- CEI team rosters and meeting artifacts
- CCC meeting agendas and summaries
- Event participation data
- Stakeholder surveys or feedback forms

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP (½ page maximum)

Based on findings from this mid-cycle review, NU-SCS has revised and refined its schoolwide action plan to better align with current student needs, grant initiatives, and strategic priorities. While the original goals remain relevant, several updates have been made to reflect expanded programming, improved stakeholder engagement structures, and evolving academic priorities.

Key Revisions to the Action Plan

The revised schoolwide action plan reflects the school’s evolving priorities and integration with grant-funded initiatives such as the Golden State Pathways Program and the California Community Schools Implementation Grant. A central update is the development of a **CTE Manufacturing pathway** in partnership with College of the Siskiyous, expanding college and career readiness opportunities. This program, along with our **CTE Digital Media Arts** program will be expanded to our Mt Shasta Learning Center.

Whole-child wellness is now more deeply embedded through the **Outdoor Resiliency Building Experiences (ORBE)** program, partnerships with **Stable Hands**, and the adoption of **Character Strong** and **Aperture** to deliver and monitor SEL instruction. Regular student check-ins with the school counselor further support emotional and behavioral growth.

To enhance educational partner engagement, NU-SCS formalized the **Community Collaboration Council (CCC)** and hired a **Community School Coordinator** to align family and community involvement across planning efforts. These structures were strengthened through the school's participation in the **California Engagement Initiative (CEI)**, which also guided the development of new LCAP goals modeled after those of the school's CEI mentor.

Some strategies from the original WASC plan were revised or consolidated to align with the LCAP and Community Schools goals. Monitoring responsibilities now rest with leadership teams and the CCC, ensuring better alignment and coherence across initiatives.

A revised version of the **WASC schoolwide action plan and LCAP** can be accessed here:

[WASC Evidence folder](#)

Agenda Item 6.
NEXT BOARD MEETING

Subject:

6.1 Possible Agenda Items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Discussion of topics to cover at the next meeting.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

Agenda Item 6.
NEXT BOARD MEETING

Subject:

6.2 Next Board Meeting Date: May 14th

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

The next board meeting is based on the board adopted meeting schedule.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

7. ADJOURNMENT