

Inspire Charter School

**Submitted to Acton-Agua Dulce
Unified School District**



Submitted: July 20, 2018
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AFFIRMATIONS/ASSURANCES

As the authorized lead petitioners, we, Hollie Smith and Sara Newcomb, hereby certify that the information submitted in this petition for a California public charter school to be named Inspire Charter School (“ICS” or the “Charter School”), to be authorized by the Acton-Agua Dulce Unified School District (the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall be deemed the exclusive public school employer of the Charter School employees for purposes of the Educational Employment Relations Act (“EERA”). The Charter School shall comply with the EERA.
- In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.
- Student enrollment and admissions.
 - A. Inspire Charter School shall admit all pupils who wish to attend the school. Special education students will not be excluded as outlined in AB 1360.
 - B. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
 - C. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
 - D. There are no mandatory volunteer hours or donations expected as outlined in AB 1360.

- Notice of requirements when student is expelled or leaves school.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

By the Lead Petitioners:

<u>Hollie Smith</u> Name	<u>H. Smith</u> Signature	<u>7/20/18</u> Date
<u>Sara Newcomb</u> Name	<u>Sara Newcomb</u> Signature	<u>7/20/18</u> Date

EXECUTIVE SUMMARY

The collaborative work between Inspire Charter School and the Acton-Agua Dulce Unified District is a great example of what is possible with effective leadership, innovation, and passion to make positive change in public education. We value our long-standing relationship with AADUSD and look forward to continuing to collaborate to offer great school options for the children.

We are grateful for and appreciate you taking the time to read this document; this renewal reflects the hard work of our dedicated staff who go above and beyond for our students every day. Our continuous development as a school is a collaborative effort with all stakeholders looking at student data and the connections built between academic, social, and emotional development. We are a learning community built on empathy and compassion that holds the transformative potential of high quality education in the highest regard.

The renewal process has been a reflective process and a great opportunity to validate and affirm the unique and innovative programs we have developed at our school. In this renewal we hope to highlight the alignment to the mission and vision of Inspire Charter School. We also hope the document shows the impact we are having on diverse student population of students and families. Working daily to become a model for progressive education, we have documented the thoughtful and diligent efforts to build a comprehensive program for whole child development.

Since opening in 2014, Inspire Charter School has provided a dynamic and innovative option for residents in Acton, surrounding Antelope Valley, and especially for the homeschool families residing in the area. The school serves a diverse student population and offers a comprehensive program with a foundation in progressive education which fosters the development of the whole child. ICS is an independent study program authorized to serve grades TK-12. Every ICS student benefits from a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. ICS teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student. ICS is a model program which places a large emphasis on family and community engagement, meaningful relationships, and social emotional literacy as a basis for long-term, deep learning, and academic growth.

Student Demographics

The focus of ICS is to improve student learning, offer a safe learning environment, and provide high quality faculty and staff. Majority of the students enrolled in ICS high school are high-risk student population who are offered access to specially trained teachers and counselors who are held directly accountable for their students' progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Students enroll in various grade levels throughout the school year. Student join inspire for a variety of reasons such as a lack of success by traditional measures in other school settings,

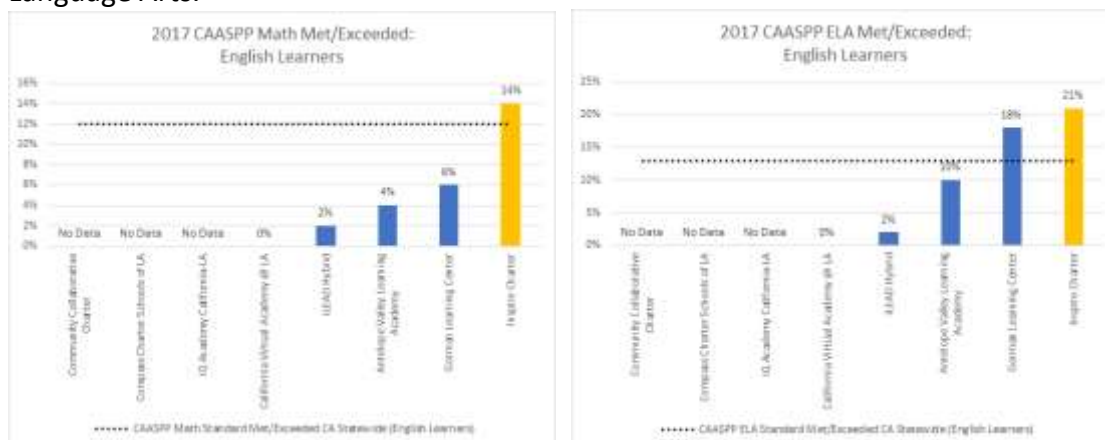
medical issues and/or families chose to homeschool their child. Some of the other reasons indicated by families for enrolling in ICS are bullying, mental health difficulties, homelessness and foster youth, job issues, and/or other changes in family dynamic. Majority of the students enrolled in high school are severely credit deficient (more than one semester or more behind in high school credits), wards of the Court or dependents of the court, pregnant and/or parenting students, recovered drop-outs, habitual truants, expelled students, and/or students who have been retained more than once. Some families report being drawn to ICS for the philosophical alignment, hands-on learning, and innovative methods in the interest of positive results and outcomes for their children.

Highlights of Student Outcomes

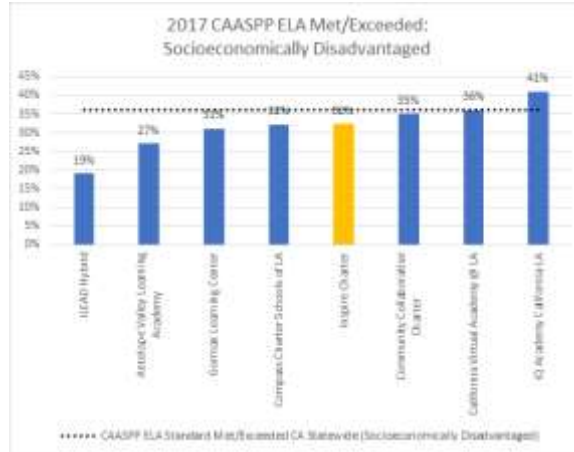
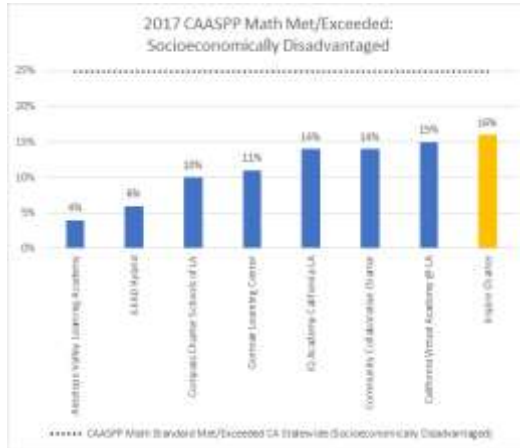
Student performance at Inspire Charter School has remained steady with some notable accomplishments: (1) higher performance among demographically similar independent study schools in Los Angeles County, for students with disabilities, socioeconomically disadvantaged, and English Learners, based on 2017 CAASPP results; (2) on-par performance for students overall, compared to performance among independent study schools in Los Angeles County; (3) students who have remained at ICS have shown academic achievement over the long haul; and (4) graduation rate is increasing.

Based on 2017 CAASPP results, compared to the seven independent study schools in Los Angeles County serving grades K-12 with a minimum enrollment of 200 students:

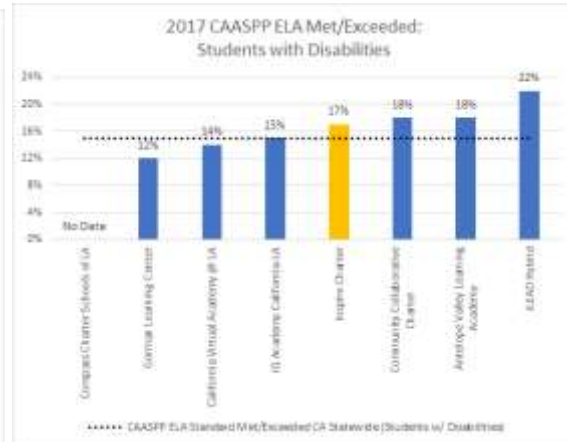
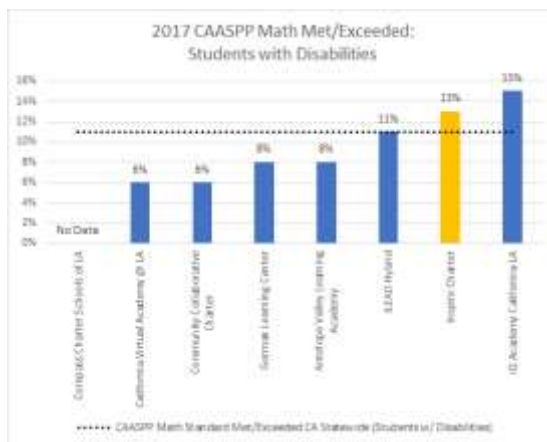
- English Learners at ICS outperformed peers at all seven schools in Math and English Language Arts.



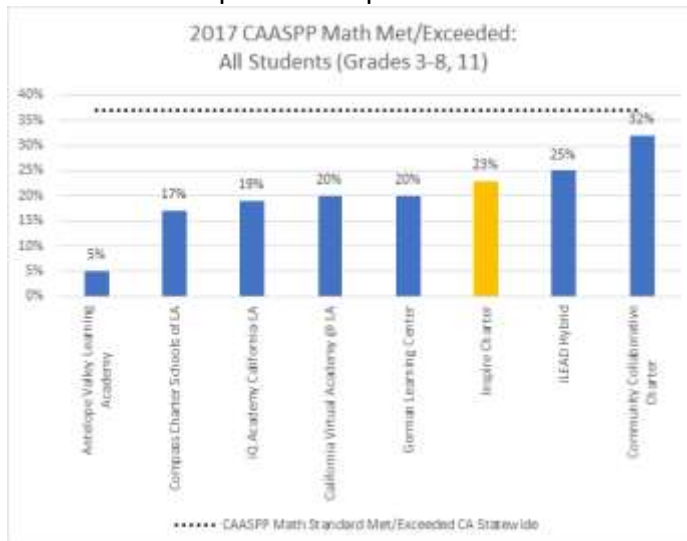
- Socioeconomically Disadvantaged students at ICS outperformed peers at all seven schools in Math and four of the seven schools in ELA.



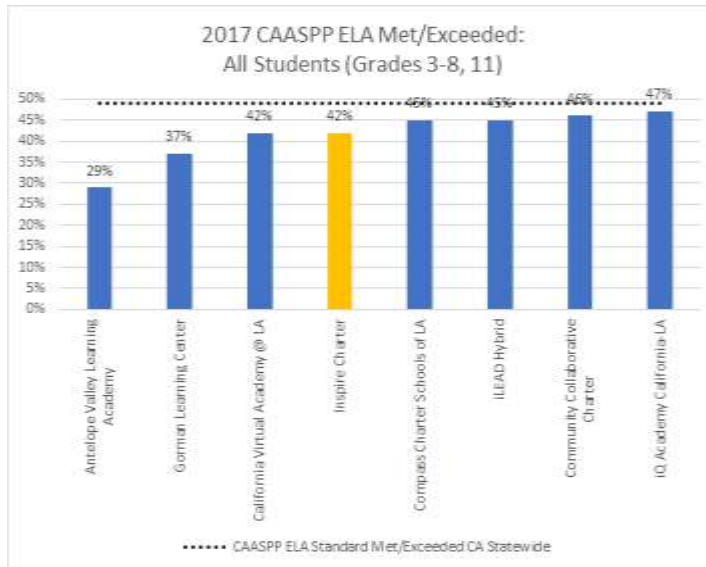
- Students with Disabilities at ICS outperformed peers at six of the seven schools in Math and four of the seven in ELA.



- ICS students outperformed peers at five of the seven schools in Math, overall.



- ICS students performed nearly the same as peers in ELA, on average.



- As demonstrated on the 2017 ELA Dashboard, English Learners made significant growth moving from the red category to yellow.

English Learners Student Group Report

Inspire Charter School - Los Angeles County

Enrollment: 1,779 Socioeconomically Disadvantaged: 33.1% English Learners: 3.2% Dashboard Release: Fall 2017

Foster Youth: 0.0% Grade Span: K-12 Charter School: Yes

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		High 78.1%	Increased Significantly +24.9%
Graduation Rate (9-12)		*	*
College/Career (9-12) <i>Select for one year of available data</i>		*	N/A
English Language Arts (3-8)		Low 54.3 points below level 3	Increased Significantly +24.7 points
Mathematics (3-8)		Low 79.8 points below level 3	Increased +10.8 points

Performance Levels:
 Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Based on 2015-2018 CAASPP results and internal benchmark assessments, ICS students tend to improve performance the longer they are enrolled in the school (Appendix A):

- Students' academic growth increases dramatically in relation to the time that students are enrolled at ICS based on "Distance from Level 3" (DF3).
- Scale Scores are increasing as students move up in grades.

SBAC data from Grades 3-8 and 11, provides a snapshot of the school's overall performance for the selected grades. For a comprehensive understanding and ongoing student monitoring of student performance in ELA and Mathematics, we use Renaissance STAR 360. The Star360 assessment is based on national normed benchmark assessments. Based on the Star360 growth reports, over 50% of the students enrolled in Inspire are outperforming their peers in the areas of ELA and Mathematics.

High School Program

ICS opened the high school to all grade levels instead of adding a grade each year which resulted in small number of upper level high school students enrolling the first two years. Majority of the 11th and 12th grade students initially enrolled in high school were severely credit deficient and were not on track in meeting A-G requirements. Some of the students were the wards of the Court or dependents of the court, pregnant and/or parenting students, recovered drop-outs, habitual truants, expelled students, and/or students who had been retained more than once. In fact, many of the students aged out of school. Since the initial years, the graduation rate has been steadily increasing and the school was awarded a 6-year accreditation by Western Association of Schools and Colleges (WASC).

- Inspire opened in 2014-15, we had 18 students who were part of the 2015 cohort enrolled with us upon school opening. Approximately 95% of the students transferred in from the court schools. All 95% enrolled were severely credit deficient thus resulting in one student graduating while eleven continued for the following year and six dropped out after turning 18 years old.
- In 2015-16, we had 46 students enrolled who were part of the 2016 cohort. Ten students graduated on time, while another twelve continued for the following year to be a 5th year senior. There were 21 students who left school due to age, work and/or moving out of state. Inspire made calls to encourage the student to re-enroll in high school, community college, or adult school to complete their GED. There were 3 students who enrolled in community college, another 4 enrolled in adult school to pursue career program.

In response to data analysis of 2015 and 2016 CAASPP, Star360, graduation rate, and other internal assessments, ICS has implemented many programs, curricular changes and improvements, which are having a positive impact on our students, especially in high school. We have increased college and career course offering (CTC), to support students to pursue their interest in post-secondary schools. Additionally, students are offered concurrent enrollment in community college courses.

Conclusion

We would like to highlight that Inspire Charter School opened with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers and staff. We opened the school with a small group of students with very diverse needs including some who were severely credit deficient and were unsuccessful in traditional schools. Through our commitment to personalized learning and developing the

individual gifts of students in partnership with parents, families and the community, ICS students have grown tremendously as evidenced by increased family and community engagement, building of meaningful relationships, and social emotional literacy as a basis for long-term, deep learning, and academic growth. Our data shows that we are making positive progress in student achievement while enrollment continues to grow. Furthermore, the students are making greater progress the longer they stay at Inspire.

In examining our quantitative and qualitative data, we will continue to focus on building systems and supports to promote student achievement of all students and subgroups especially in the areas of mathematics and writing across the curriculum. Our staff is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning. In addition, we have quadrupled the number of A-G and CTE course offerings and selection of elective courses to further ensure every child is becoming college and career ready. We have implemented interventions such as Pathblazer, Reading Horizons, designated ELD, and English in a Flash so that all students have the critical thinking skills to be successful in college and career pathways. We look forward to continuing our collaboration with the district in providing an option to students looking for Independent study/homeschool program.

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools.

Inspire Charter School (ICS) fully embraces the Legislative intent of the Charter Schools Act, and its mandate. Specifically, the Charter School will:

- Improve pupil learning by expanding access to AP and other elective courses.
- Increase learning opportunities for low-achieving pupils by allowing them to do credit recovery through online technology.
- Provide different and innovative teaching methods using a combination of individualized learning and project-based activities.
- Create new professional opportunities for teachers, including increased responsibility for the learning program, as they play an active role in shaping a unique curriculum, for example;
- Provide a unique educational choice for parents/guardians that are not offered by any school district in the region.
- Demonstrate its ability to successfully operate these academic programs and meet measurable pupil outcomes within a performance-based context.
- Provide competition to other school programs that will stimulate the improvement of all public schools in the region.

I. FOUNDING GROUP

The following school faculty provide the background and necessary expertise in the above areas to ensure the success of the Charter School:

Co-Lead Petitioner – Hollie Smith: Hollie Smith has had the pleasure of working in the field of education for the past 14 years. After receiving a B.A. in Liberal Studies and obtaining a Clear Multiple Subject teaching credential, Hollie entered the classroom to begin her first teaching position. For the first 10 years of her career, she served as an elementary school teacher in a traditional classroom, before transitioning into charter schools. Her charter school experience has been in independent study/homeschool based charters, first as a homeschool teacher, then into administration. She has participated in several leadership conferences and professional development to further her skills and training. Hollie is passionate about making every educational opportunity a personalized one for students while encouraging them to pursue their dreams through their interests, gifts, and talents. She is currently serving as the Senior Director of LA and Ventura Counties for Inspire Charter Schools. In this position Hollie oversees the Homeschool Teachers and other staff, and is responsible for hiring and training of teachers, compliance, evaluations, program development, and building local communities. Hollie enjoys the opportunity to work with community leaders on building relationships within the charter school community as well as connecting with other organizations to support education.

Co-Lead Petitioner – Sara Newcomb: Sara Newcomb's current position is Assistant Director of LA and Ventura Counties. In this role, Mrs. Newcomb is responsible for supporting Inspire's Regional Coordinators as they work directly with our homeschool teachers, implementing professional development projects, fostering a school culture based on "Ideal Team Player" attributes, speaking at Inspire's annual August retreat training for teachers, coordinating enrolled students with local homeschool teachers, and interviewing/hiring LA & Ventura teachers and select staff members. Mrs. Newcomb served as a teacher for six years in independent study charter schools, during which she lead the first Inspire Charter Schools Enrichment Academy, and supported teachers as they developed and began to lead more Enrichment Academies. Before entering the field of independent study, Sara taught a 2nd and 3rd grades classroom in a suburb of Los Angeles with a high concentration of English Learners. Mrs. Newcomb earned her B.A. from Azusa Pacific University in Liberal Studies. She also earned her Multiple Subject Teaching Credential and M.A. in Educational Leadership from Azusa Pacific.

Ongoing Support and Assistance:

Charter School Development Center

Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance informed by close involvement with law, regulation and practice related to all aspects of charter schools operations and oversight. CSDC's charter school development staff members each have over 20 years of experience working in and advising schools. Eric Premack, founding Director of CSDC, is a leading expert in charter school operations and governance, with special expertise in finance, law, and policy. Susanne Coie, Development Services Manager, has expertise in curriculum, instruction and assessment as well as charter school finance, governance and operations. Their vision is to help public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative, performance-based centers of effective teaching and learning. They aim to achieve this by providing technical assistance to the charter school reform movement in California, nationally, and internationally.

Procopio

Procopio is the premier law firm used by charter schools across the state. The Procopio firm advises on the particular needs of charter schools and nonprofit corporations, including:

- Facilities Development and Public Financing
- Petitions, Renewals and Appeals
- Entity Formation and Tax Exemption
- Governance
- Litigation
- Legislative Advocacy
- Labor and Employment
- Special Education Organizations

The Procopio attorneys have a genuine passion for charter schools and their approach to education. They participate in legal advocacy organizations and monitor trends and policies. The Procopio team realizes charter schools are a growing component of the public education system and also businesses that must achieve operational and educational objectives in a cost-effective manner. Procopio is committed to helping charter schools make a positive difference.

California Charter Schools Association

The California Charter Schools Association (CCSA) is dedicated to advancing the charter school movement through state and local advocacy. CCSA provides a variety of operational, academic, and support services to its members, including information, resources, financial and legal services, training and networking opportunities. CCSA seeks to build the policy environment needed to increase the number of students who can attend quality charter schools.

II. ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."--California Education Code Section 47605 (b)(5)(A)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -California Education Code Section 47605(b)(5)(A)(ii).

Mission Statement

The mission of Inspire Charter School is to develop the individual gifts of students in Los Angeles County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life success in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and community.

Educational Philosophy

Whom The School Is Attempting To Educate:

Inspire Charter School has served over 4,000 students in grades TK-12 . The Charter School ended the 2017-2018 school year with an enrollment of 3,902 students. All pupils will meet the

minimum and maximum age requirements as provided by law. Our educational program is based on the instructional needs of our target student profile. We expect the racial and ethnic demographics to be consistent with the data from Acton-Agua Dulce Unified School District. Since Inspire Charter School a non-classroom based, Independent Study program it is entitled to enroll students throughout Los Angeles County and adjacent counties. To ensure that actual demographics mirror the authorizing district, Inspire Charter School will monitor enrollment by sub-group. When sub-groups are under-represented, Inspire Charter School will target marketing campaigns in areas where said sub-groups represent the majority of the community to recruit students and balance the charter school's demographics.

ICS is designed to meet the needs of many different types of students:

- Students missing credits to either complete grade levels or to graduate on time.
- Students who have dropped out of school but now wish to graduate.
- Students being homeschooled whose parents/guardians still want them to earn a high school diploma.
- Students with scheduling conflicts and students who are not well-suited to a traditional classroom setting.
- Students have the flexibility to spend more time on learning content than may be available in the traditional classroom based setting.
- Students who desire to learn at an accelerated pace.
- Students who have experienced social aggression can have the opportunity to learn and excel in a safe environment that fosters healthy emotional and physical well-being.

In education, one size does not fit all and the Charter School is dedicated to providing students and families with a personalized learning environment that can meet an individual student's unique needs.

Projected Five-Year Growth Plan for 2019-2020 through 2023-2024:

Grade	Year 6	Year 7	Year 8	Year 9	Year 10
TK/K	581	639	703	773	851
1	495	545	599	659	725
2	490	539	593	652	717
3	449	494	543	598	657
4	456	502	552	607	668
5	429	472	519	571	628
6	444	488	537	591	650
7	456	502	552	607	668
8	334	367	404	445	489
9	333	366	403	443	488
10	205	226	248	273	300
11	209	230	253	278	306
12	163	179	197	217	239
Total Enrollment	5044	5548	6103	6714	7385

What it means to be an educated person in the 21st Century

An educated person in the 21st Century will be proficient in Common Core State Standards and California Content Standards, including Next Generation Science Standards, and will also be proficient in the use of technology. By doing school work online, including numerous technology-based applications that ICS will use to deliver rich curricula, students will learn how to be proficient with the use of the same technology that they will be expected to utilize later in the workplace or in pursuit of their life-long learning objectives. Students will also be proficient in the use of technology, especially electronic mail, and other major computer applications.

The Charter School will prepare self-motivated, competent, life-long learners for the 21st Century. The Charter School will employ personalized learning methods to ensure all students gain the knowledge and skills that are valued in the modern workplace and necessary for future success.

Inspire Charter School shares the vision of Partnership for 21st Century Skills (P-21) that students are part of an increasingly complex, demanding, and competitive 21st Century. Inspire Charter School's approach aligns with P-21's view of needed skills, which are embodied in the 4C's (critical thinking, communication, collaboration, and creativity):

1. Communication – Inspire Charter School students share thoughts, questions, ideas, and solutions through virtual, phone and in person conversations between peers and teachers. We will achieve this through group projects, clubs, and student- and teacher-initiated meetings.
2. Collaboration – Inspire Charter School students work together to reach a goal, putting talent and expertise in projects that require collaboration with other students and/or

family and community members. We will achieve this through collaborative science fair projects, group web-conference sessions, and clubs such as Yearbook.

3. Critical Thinking – Inspire Charter School students look at problems in a new way by reaching conclusions based on evidence, and also cross-curriculum learning of subjects and disciplines as demonstrated by students giving detailed written responses that show their thought process and understanding of the material. Students are engaged in rigorous curriculum that challenges them to use higher level thinking skills by analyzing patterns and ethics within interdisciplinary subjects.
4. Creativity – Inspire Charter School students try new approaches to get things done, including exercising innovation and invention through projects that call on students to exercise the higher levels of thinking. Students can participate in various extracurricular activities such as clubs, talent shows, and winter programs to showcase their abilities.

Proficiency in the above skills will give students the knowledge and skills they will need in typical 21st Century communities and workplaces. As P-21 indicates, students with these skills are ready to “successfully face rigorous higher education coursework, career challenges and globally competitive workforces.” The 4Cs are embedded in the Common Core State Standards (CCSS) and in Inspire Charter School’s instructional delivery model. Students cannot avoid communication as they might in lecture-based formats – they must communicate with teachers and with peers using virtual (and phone and in-person) conversations. Inspire Charter School will embed collaboration through selected projects in which students must work in teams. Just as in the modern work world, students will learn to use electronic technology, including Internet- and phone-based communication to collaborate across distance to accomplish their projects. As a result, it is Inspire Charter School’s aim that students graduating from the Charter School demonstrate the four core characteristics of an educated person in the 21st Century:

1. Proficiency in California-adopted Common Core State Standards.
2. Communication skills.
3. Problem solving skills.
4. Proficiency in 21st Century Tools: Students will graduate with proficient use of digital technology and communication tools to access, manage, integrate, and evaluate information; and effectively communicate with others.

Upon graduation, students will apply these in postsecondary education and in the workplace. The content standards provide a base of academic skills and content knowledge needed for success in the broad array of paths students will take. P-21’s findings are based on extensive surveys of the skills identified by employers as critical workforce needs.

The Inspire teaching staff has participated in professional development over the past five school years in which the teachers have studied Marzano’s Nine Essential Instructional Strategies and the 4Cs. These topics were specifically included on the February 3, 2017 and January 12, 2018 professional development dates. Teachers also revisit these topics when discussing student work

in their regional teams. The professional development resources are housed in the teacher handbook for reference.

How Learning Best Occurs

The Charter School believes that learning best occurs when students do the following:

- Are stimulated by challenging and interesting problems.
- Are encouraged to seek solutions and answers to real world situations, rather than memorize ideas, concepts or facts.
- Have a relationship with teachers built on trust, mutual respect and the facilitation of problem solving.
- Respect each other. Bonding with other students is built upon a foundation of mutual support and cooperation to reach common goals, in lieu of friendship or competition.
- Are actively engaged in projects that weave in content objectives and/or standards that combine learning across the curriculum.
- Are taught skills and/or ideas not in isolation, but rather as steps of a ladder where each rung builds to greater understanding and depth.
- See technology as a tool to further the process of inquiry and knowledge acquisition instead of as a means to an end.
- Focus on their future goals while receiving counseling regarding careers, colleges and personal options available to them as well as long term planning on how to achieve them.
- Are in a supportive, caring, and safe environment.

Educational Program

Overview:

Inspire Charter School prides itself on the proficiency-based learning model being implemented through instructional pathways. Inspire Charter School provides the following instructional pathways as options for students to have a truly personalized education:

- online pathway (Grades TK-12)
- textbook pathway (Grades TK-12)
- custom-designed pathway (Grades TK-12)

The **online pathway** gives students flexibility as well as structured support through 100% web-based curriculum, such as Edgenuity. The online platforms combine direct-instruction content, rigorous assignments, assessments, and progress tracking tools to ensure students achieve subject-area mastery. The **textbook pathway** utilizes a conventional textbook package, such as McGraw-Hill, in which course readings and assignments can be completed almost completely offline. Students in high school can opt to complete their coursework in packets to efficiently interact with content with minimal distraction. The **custom-designed pathway** is a customizable

learning program that allows families to choose curriculum and classes that fit their specific needs and interests. Families who wish to design and create a custom learning plan work with their teacher and curriculum coaches to use various combinations of online and textbook material, vendor classes, and special projects and experiences aligned with Common Core state standards checklists to verify course completion.

Our instructional pathways employ online learning methods, rich curriculum, project-based learning, unique and specialized education opportunities, and technology-based applications in our independent study program to address the diverse needs of the student population and connect learning to student interests and learning styles. ICS teachers lead students through specific learning tasks to demonstrate mastery of each subject. Highly-qualified ICS high school teachers in all instructional pathways hold daily virtual instruction opportunities and office hours. The curricula, in conjunction with personalized instruction, help students become proficient in the CCSS and prepare for college and career.

Inspire Charter School uses several online learning platforms to meet the diverse learning needs of our students. K12/Fuel Education is used primarily by students in grades K-8th and Odysseyware primarily grades 3rd-8th. Edgenuity and StrongMind offer courses for students in grades 6th-12th.

K12/Fuel Education provides innovative digital curriculum, technology, instruction, and support to support a digital learning environment for students. The K12/Fuel Education program delivers courses in language arts, history, math, science, music, art, and world languages. Lessons feature online and offline components that include interactives, videos, audio recordings, award-winning textbooks, and hands-on materials. Courses are developed by K12, Inc.

Odysseyware is a robust online learning program that includes a course library of standards-aligned, dynamic and pedagogically sound curriculum. The curriculum is designed to empower students to build proficiency, achieve content mastery, and engage in rich and challenging real world applications. Students have a variety of embedded instructional supports at their fingertips in every lesson, including literacy, fluency, and audio scaffolds. They also receive immediate feedback throughout lessons and assessments to guide their learning. Odysseyware courses are developed by Odysseyware Learning Solutions.

Edgenuity offers a full suite of core curriculum, AP, honors, elective, dual credit, and concept and credit recovery courses for grades 6-12. Edgenuity courses are Common Core, NGSS, and state-standards aligned. The courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. Edgenuity courses are developed by Edgenuity, Inc.

StrongMind is a powerful online platform delivering digital curriculum to students in grades 6-12. The courses are designed to be rigorous and engaging and are aligned to Common Core,

NGSS, and state-standards. StrongMind offers a full suite of courses including core courses and a wide range of electives. StrongMind courses are developed by StrongMind, Inc.

Inspire allocates each student with a curriculum funds account from which teachers select and approve curriculum, tutoring services, technology items, and enrichment classes to fit each student's goals. Teachers consider students' learning styles and interests when determining each student's instructional plan. Curriculum costs vary, but each student's allotment of curriculum funds covers the learning pathways.

For students in grades 9th-12th, ICS has one graduation pathway that allows for students to choose courses based on academic, career, and personal interests. The graduation requirements help students prepare to enter the workforce, attend community college, or enter military service directly after high school. The ICS graduation requirements allow students to have greater flexibility in the classes they take and allow students to explore individual interests.

Subject Area	Graduation Requirements	Total Credits
Social Studies	6 semester courses <i>(Must include 1 year of US History, 1 year World History, 1 semester of Government, and 1 semester of Economics)</i>	30
English	6 semester courses	30
Math	4 semester courses <i>(Algebra 1 must be completed)</i>	20
Science	4 semester courses <i>(Must include 1 year of Physical Science and 1 year of Life Science)</i>	20
Visual & Performing Arts	2 semester courses	10

World Language		
Electives	18 semester courses	90
Total =		200 Credits

Students who plan to apply to a 4-year college right after high school graduation will need to meet “a-g” requirements. These requirements are mandatory for students who apply to the CSU or UC systems, and recommended for students who plan to apply to private and out-of-state colleges and universities. The “a-g” requirements are summarized below:

A-G	Subject Area	Subject Requirement
a	History Social Science	2 years <i>(1 year of World History and 1 year of US History, or ½ year of US History and ½ year of Government)</i>
b	English	4 years
c	Mathematics	3 years <i>(Algebra or higher)</i>
d	Laboratory Science	2 years <i>(At least 2 of the 3 disciplines of Biology, Chemistry, and Physics)</i>
e	Language Other Than English	2 years <i>(Must be 2 years of the same language)</i>

f	Visual & Performing Arts	1 year
g	College-Preparatory Elective	1 year

Inspire teachers, support staff, and counselors advise students on “a-g” requirements and help students schedule courses based on their individual goals. Counselors monitor the completion of “a-g” requirements. Teachers and counselors revise graduation plans according to individual student goals and needs.

Instructional pathways are aligned with the needs and interests of the target student population through a number of strategic features:

- All programs are highly engaging and interactive.
- All programs emphasize individualization based on learning needs. This can be achieved through teacher-created pacing guides and learning plans.
- Online and textbook pathways have built-in features to support English learners, such as vocabulary support, audio-visual features, and scaffolding.
- The courses include tests, animations, streaming video, and educational games.
- All programs include lessons, unit, and end of course assessments to provide instant feedback on student progress.
- All programs have supplemental instructional supports.

Instructional practices are aligned to the student population because they are highly customized to meet each student’s needs. Students come to ICS with particular needs that may not be addressed in traditional school settings, and ICS’s individualized instruction is well-aligned with their particular needs. For example, students are engaged in the interactive curriculum, they have choice in assignments and have the opportunity to delve deeper in subjects based on their interest. The students can meet the learning the objectives in several different ways such as creating a brochure, completing a reading guide or visiting a museum.

Personalized Support

ICS will support parents/guardians in how to support students without doing work for them by providing tips, workshops and trainings in effective parent support.

All students are academically supported by teachers to the extent needed by the student to succeed. For example, a student may need little support in reading but struggle with math. He or she may meet with his or her teacher several times a week for personalized one-on-one support. Also, some students succeed with very little assistance from teachers, while others benefit from more intensive support.

Students who need support with any specific part of the coursework or particular assignment receive individual assistance and instruction from their teachers as needed. The individual learning needs of all students are met through this differentiated instructional strategy. Students take personal responsibility for their learning in various ways:

- Utilizing planning tools and strategies.
- Demonstrate self-motivation needed to complete daily tasks.
- Students track their work, developing a clear sense of the level of effort needed to complete their tasks.

Assessment data guides each student's individual learning plan and instruction. Students in grades K-12 will be assessed twice a year with the Star 360 assessments or other internal assessments. Early childhood literacy skills such as phonemic awareness, alphabetic principle, accuracy, fluency, vocabulary and comprehension are also tested in grades TK-2. These benchmark diagnostics helps teachers and schools determine how students are performing on important ELA and Math skills.

Program Structure

Monthly in-person conferences, as required in each student's Master Agreement, will be scheduled between the student, parent, and advisory teacher. Meetings will occur at public locations such as libraries or coffee shops, or the family's residence. If a meeting in person is not possible, then a virtual conference using a web-conference platform such as Blackboard Collaborate or Zoom will be scheduled. ICS will monitor student work completion and progress toward proficiency through a variety of means. Students submit work and assessments each month or as requested by the teacher. Teachers will review student work in front of the parent and student in meetings. Teachers will review student progress and formative assessments on an ongoing basis. The advisory teacher emails each family a regular newsletter, progress reports, school information and other pertinent communication on a regular basis.

ICS teachers create Learning Plans for students each semester. Each student's learning plan describes the daily lessons to be completed during a specified time frame and can be modified at any time. For example, students will be taking a benchmark diagnostic assessment such as STAR 360, a computer adaptive test that lets you quickly pinpoint the proficiency level of students, across a range of subject. With that data, teachers build an individualized learning path for that student. In this way, teachers can target specific learning objectives and standards to determine level of mastery and support difficult concepts at the same time. Individualizing the learning path to the student's specific needs help students to progress quickly. The students in grades TK-12 will take this assessment in the Fall and Spring.

The curricula can be individualized for each child to ensure that each learning plan fits each student's unique strengths and aptitudes. Students can follow their own pace as they complete daily lessons. The lesson plan is delivered each day and although the student is encouraged to complete a certain number of lessons per week, as assigned on their learning plan, there is time

for re-teaching and re-learning as needed, which keeps the curriculum self-paced and customized.

Teachers can provide instruction either in person or online through web-conference. Web-conferencing is a powerful tool both for teacher collaboration and for instruction with platforms for video, voice, text, and a shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries, and the student's place of residence.

Record Keeping System for Online Courses

Assignments, grades, and the message center are stored at the database level in the online programs. All assignments and communication may be retained indefinitely. Reports will be available at any time online to District administrators. This valuable information can be used to inform instruction and guide in the creation of Learning Plans. In addition, the ease of use and accessibility enables faculty to use this information for conferences and for other administrative purposes.

Research-based Instructional Strategies

The program is highly likely to lead to high academic achievement due in part to the use of research-based methods. Marzano's nine high-yield instructional strategies are embedded in ICS's curricula and instruction. These strategies are effective for all student populations, including general education, GATE, English learners, special education, and at-risk students:

- All curricula make use of Marzano's highest-yielding instructional strategies: identifying similarities and differences. Our curricula utilize this instructional strategy in a variety of ways, including graphic organizers, discussion questions, laboratory exploration, and mind maps.
- Teachers often provide study guides and other resources that students can use to take notes and organize their learning.
- Teachers and various curricula provide positive reinforcement and praise for students when they complete assessments and assignments. This is provided as verbal praise, displaying student work, individual conferences, honoring individual learning styles, Student of the Month, Spelling Bee, Math Field Day, and Science and Engineering Fairs.
- Teachers and various curricula utilize student practice, a crucial component of the lesson delivery. Students in online curricula receive instant feedback on their level of proficiency of these learning objectives.
- Curricula provide students with nonlinguistic representations of concepts taught, which is achieved through diagrams, demonstrations, pictures, and mental pictures.
- Curricula also include assignments that require students to work collaboratively, either face-to-face or virtually.
- Curricula provide learning objectives at the lesson and/or unit level.

- Curricula challenge students to generate and test hypotheses in science labs and experiments.
- Many ICS curricula frontload learning by providing new vocabulary words and definitions at the start of lessons.

Research-based for Online Learning

Online learning is growing rapidly across the United States within all levels of education. Its popularity has increased exponentially and more students and educators here become familiar with the benefits of learning unconstrained by time and place. Across most states and in all grade levels, students are finding increased opportunity, flexibility, and convenience through online learning. Teachers are discovering a new way to reach students. Administrators are exploring ways to offer a wider range of courses to students and professional development opportunities for teachers.

As the recent Synthesis of Online Learning presented by International Association for K-12 Online Learning (iNACOL) pointed out, online learning is being viewed not only as an expanded option for students but also as a powerfully effective means of delivering education for students. Online enrollments have grown from an estimated 45,000 in 2000 to more than a million in 2010. One reason online learning is attractive is because it allows a more customized approach to instruction. But now, software that enables every child to learn at his or her own pace is becoming a scalable, modular way to deliver customized learning.

Most importantly, research is confirming online learning's effectiveness and improved teaching:

- "One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning."
- "Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching."

Source: Synthesis of New Research in K-12 Online Learning, International Association for K-12 Online Learning, March 2009.

According to recent research from the Silent Epidemic study, 47% said a major reason for dropping out was that "classes were not interesting" and they were "bored"; 88% of dropouts had passing grades.

Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning:

- Online Learning Expands Options: "The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners." (p.7)
- Online Learning Is Rapidly Growing: "Recent surveys show that K-12 online learning is a rapidly growing phenomenon." (p.4)

- Online Learning Additionally, according to NCREL Synthesis of New Research on K-12 Online Learning
- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25) Today’s students are different from yesterday’s. The Pew Internet Project reports “the Internet is an important element in the overall educational experience of many teenagers”
 - 87% of all youth between the ages of 12 and 17 use the Internet (21 million people).
 - 86% percent of teens, 88% of online teens, and 80% of all parents/guardians believe that the Internet helps teenagers to do better in school.
 - 85% of 17 year olds have gone online to get information about a college, university, or other school they were thinking about attending.

Inspire Charter School Courses

More than 100 courses including electives and foreign language will be offered to students who enroll in Inspire Charter School. Every course offered by Inspire Charter School, regardless of the field of study, is developed by instructional designers under the guidance of subject area expert and aligned to state and nationwide standards. Detailed course descriptions for middle school and high school are attached in Appendix E.

K-8 Curriculum

ICS students in grades K-8 may enroll in the online, textbook, or custom-designed instructional pathway. Each instructional pathway is designed to be effective in leading to high achievement and proficiency of the state and nationwide standards. All curricula in the instructional pathways are aligned to Common Core State Standards, including Next Generation Science Standards. The curricula integrate critical thinking, problem solving and communication strategies and applications throughout the lessons and assessments. For example, students in the online K12 curriculum read novels from a list of classics and reflect on and answer comprehension questions with in-depth analysis of character, theme and conflict resolution.

The parent/guardian works with the student on day-to-day instruction. In K-8, each student is assigned to one teacher who manages the student’s Learning Plan, monitors progress toward standards, and focuses on each student's individual areas of need.

English Language Arts courses help students develop important reading and writing skills, while inspiring a love of literature. The program emphasizes classic works, writing as a process, and the skills that will be assessed in standardized tests. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities, while older

students develop literary analysis and comprehension skills by reading novels and nonfiction works. The curriculum integrates writing to connect with their knowledge and experience and apply it in a way that connects it to current and historical events, and perspectives. Additionally, writing is embedded across all curricular areas including science, history and math.

Math balances mastery of fundamental skills with critical thinking and problem-solving. The math curriculum provides lessons that teach the ability to reason logically and to understand and apply mathematical processes and concepts to solve problems. For example, in math students are expected to explain the strategies and problem solving methods uses to bring to their answers in complete sentences and diagrams to demonstrate their thinking. An active, multi-sensory approach ensures that students understand concrete realities that underlie mathematical concepts. Online games and animations illustrate concepts, while challenge problems, regular practice, and review ensure mastery of basic skills. A thorough foundation is provided for younger students making links between the concrete and the abstract and older students encountering Algebra.

Science balances hands-on experiments with the systematic study of terms and concepts in life, earth, and physical sciences. The program nurtures curiosity as students practice observation and analytical skills. Students learn how scientists understand our world and how the world is shaped by ongoing scientific and technological advances.

The history courses are integrated with topics in geography and civics, which opens young minds to far-off lands, distant times, and diverse cultures, emphasizing the *story* in history. The history story includes not only great men and women but also everyday people. Kindergarten students tour the seven continents and are introduced to some famous Americans. Students in grades 1–4 study civilization from the Stone Age to the Space Age, and older students explore major themes and topics in World and American History in greater depth. Middle School courses are described in detailed in Appendix E.

Teachers work with the parents/guardians to facilitate progress through daily lessons, ensure proficiency and offer support to the student and family. The online programs provide daily lesson plans that automatically update as the child progresses, as well as delivering announcements, online school discussions, and communication and support tools to tie the experience together. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed.

High School Curriculum:

ICS students in high school may enroll in coursework in the online, textbook, custom-designed, or a combination of pathways. Both college prep courses and “a-g” course options are available in the online, textbook, and custom-designed instructional pathways. Curricula will be highly effective in leading to high achievement and proficiency of the standards. The curricula are aligned to Common Core State Standards (CCSS,) including Next Generation Science Standards. Courses in math and English language arts incorporate the instructional intent of the CCSS

including rigorous instruction, active learning experiences, and meaningful assessment. These courses are created by a team of education experts with a focus on research-based best practices in learning as the CCSS. Students develop critical thinking skills through challenging tasks, with scaffolding and supports to meet students at their particular level of academic readiness.

Students engage in active learning experiences through a balance of tasks involving reading, observing, inquiring, creating, connecting, and confirming. These build students' critical thinking skills and deepen their understanding of course content.

Formative, summative, and diagnostic assessments are integrated throughout each course. Frequent formative assessments reveal student understanding and inform instruction and intervention, while summative assessments measure and report learning outcomes. Unit-level diagnostic assessments generate individualized study plans that direct students to appropriate instructional content based on their strengths and weaknesses.

The English language arts courses effectively address each standard as well as the instructional intent of the four key areas outlined by the CCSS: reading, writing, speaking and listening, and language.

- Reading: Students read a range of texts that reflect diverse authors and genres with an emphasis on informational texts.
- Writing: Instruction emphasizes how to write a persuasive argument and how to use evidence to prove a thesis; students use different written and presentation formats to show their work.
- Speaking and listening: Students use various kinds of media to analyze and synthesize information.
- Language: Students have opportunities to develop and practice language skills throughout each unit.

The math courses effectively address the standards in mathematics and instructional intent of the CCSS. Students demonstrate conceptual understanding, show and explain their work, and apply this knowledge to everyday life. Standards are organized by strand, with fewer concepts covered in greater depth. Students use analysis and reasoning skills to help develop independent critical thinking. Furthermore, students learn to apply mathematics to analyze situations and improve their decision-making skills.

Science courses focus on the mastery of concepts and models scientific inquiry skills. Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. Students in "a-g" science courses participate in live, in-person wet lab activities of which 20% are hands-on activities taught by a highly-qualified science teacher at a centrally located site. Sites may include temporary use

of libraries, churches, community center, or district classrooms if space was available. These facilities would be on rented as needed. This fulfills the UC requirement for our students.

In history courses, students build and practice historical thinking skills, learn to connect specific people, places, events and ideas to the larger trends of history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills.

The online, textbook, and custom-designed courses — in math, science, language arts, social studies, world languages, electives, and advanced placement — are used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Students and teachers can meet in a virtual classroom setting for tutoring, small group instruction and meetings as needed. Students have daily opportunities to attend virtual instruction and office hour support from highly-qualified content teachers. Detailed course descriptions are attached in Appendix D.

Attendance Guidelines

Inspire Charter School will offer at least the minimum number of instructional days per year required by law, and will expect students to complete academic work and/or participate in school activities on all of those days unless they are sick or are otherwise unable. Students are required to complete all assigned work. We anticipate that students will complete significantly more than these minimums each year. For added flexibility for students and their families, the school will operate with three tracks. A draft of the Charter School's 2018-2019 academic calendar is attached as Appendix D.

Independent Study Legal Compliance

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as Appendix B, please find the Charter School's independent study policy.

Flexible Scheduling

Students taking multiple courses will have a good deal of flexibility in how their day is structured, so long as they complete the required coursework within the given time frame. An example of this may be a student who chooses to work on math Monday and English on Tuesday. This approach gives students with different learning styles and skill levels the flexibility to proceed at a pace that is best suited to their individual requirements. Some students may acquire their credits at a faster pace than occurs in the traditional classroom setting due to the nature of Inspire Charter School.

Through the Management Systems in the online pathways, all of the users (teachers, students, parents/guardians, etc.) can use the system from any location. This will allow student to meet with their teacher in person or online, so the online pathways work great for both in the classroom and off-site situations, just as the textbook-based programs do. Furthermore, students can start and finish anytime.

A Day in the Life of a Charter School Student

The student below has completed a seven-hour day, working in his/her Science, English, History and Algebra courses. Many students do not work consecutively on their courses, hence the time lapse between school work and other responsibilities.

8:00 - 8:45 A. M. You get up and log onto your K12 or Edgenuity website while eating breakfast. You check "Daily Plan" and "Calendar" to plan your busy day. You go to the "message center" to read, and respond to four messages from your teachers. You received input from your science teacher and now have a plan for remediation. You look at the quiz that the teacher said needed to be reviewed, and you study the questions that you missed, referring to the lessons for help.

8:45 - 10:00 A. M. After 30-45 minutes of study, you contact your science teacher to review the questions and go over the remediation plan. After 15 - 20 minutes of review with the teacher, you go into the science virtual lab assignment to work on today's lesson and work until 10:00.

10:00 – Take grandmother to the doctor. You have other responsibilities and have the freedom to take care of them.

10:45 - 12:00 P. M. You log back into the site and contact your English teacher about comments on your graded research paper draft that was in class mail this morning. Comments and suggestions help you plan your revisions and you do some additional research on the Internet. You find information that is relevant, so you proceed to work on the final draft for your research paper. After over an hour of work, you submit the final draft of your research paper to your English teacher, you think to yourself, "This is going the best research paper I've ever completed."

12:00 - 1:00 P.M. You meet friends for lunch.

1:00 - 2:00 P.M. You begin working on your American History essay, but you need some help from the history teacher. You speak with the history teacher for about 15 minutes about the facts that

need to be included in the paper and relevance of different web sites. Then, you spend the next 45 minutes doing some research online to find relevant information to include in your essay.

2:00 - 4:00 P.M. You log onto the Edgenuity website and access your Algebra 1 course. You have questions about the lesson and contact the teacher. You spend an hour with the teacher on the white board reviewing practice problems, and then you access the homework on the concept and work on it for an hour. You complete and submit the assignment.

4:00 - 9:00 P.M. Eat dinner and spend time with family and friends. Then, you go to soccer practice. You log onto the website one more time before you end the day and check class mail for updates. You spend 30-45 minutes adding the relevant information to your American History essay that you found earlier in the afternoon. It has been a productive and fun day!

Technology/Enrichment Support

Inspire allocates each student with a curriculum funds account from which the teacher may select and approve a learning platform for the student, and any needed technology items. Technology purchases are covered by the student's allotment of curriculum funds. Part of the reason the textbook pathway is included is because it is not reliant on technology devices. However, funds are set aside for ongoing replacement of technology. All the devices are inventoried, barcoded, tracked, and configured for remote access by the Technology Department.

Inspire Charter School supports student choice and flexibility within their schedule. To that end, we have an approved vendor list with over 5,000 vendors. Vendors consist of businesses that provide services such as fine art, music, sports and tutoring. Product vendors may offer items such as books, art supplies, and supplemental educational materials or supplies such as paper, pencils, ink and technology. Vendors reach out to us for approval through our families. A family can request Inspire to reach out to a vendor in their area to see if they can be approved for services. Inspire students can only work in person with approved vendors.

Approved vendor information is displayed on our Enrichment Ordering System, where families can search for specific vendors and place their order requests. In order for a vendor to become approved, our vendor team will first determine if the business is educational and non-sectarian. If the business is deemed suitable, ICS requires the following documentation to be submitted:

- Independent Contractor Agreement
- All individuals that instruct the Inspire students need to have cleared a Live Scan
- Proof of liability insurance
- W-9 Form

The vendor must also complete a vendor application prior to approval. After the vendor has been approved, the vendor is required to submit an updated Independent Contractor Agreement each school year. In addition vendors are required to maintain current liability

insurance, and to submit proof of Live Scan forms for any new instructors hired. Invoices should be submitted for payment at the time the services are completed. Inspire has an entire team dedicated to vendor management which carefully reviews all vendors and monitors them throughout the year. All non-consumable resources must be returned to the school, so they can be checked out to other students.

In some cases, where the school is able to negotiate a better than fair market value of set services from a preferred vendor for a whole year of weekly enrichment as a year-long package, it will do so only on three conditions. First, the school will conduct an evaluation of the vendor's services, to ensure they are of the highest educational value and quality. Second, that the fair market cost of set services is lower than if the family took a cafeteria approach with the same or similar vendor. Third, that the preferred vendor achieves a yearly status of Meets Expectations or Exceeds Expectations on all criteria areas with no more than two marks of Needs Improvement on their Annual Spring Evaluation by the Charter School.

A Program Coordinator will be assigned to monitor program quality, by regularly scheduled and unscheduled visits to the preferred vendor's place of business throughout the school year. The historical need for this approach can be found in past practice of families attending a particular vendor all year, but "running out of funds" in March and having a negative impact on overall student learning.

An example of a focused/thematic enrichment service could be students participate in a performing arts enrichment program through a preferred vendor two days (3-4 hours a day) a week for the entire school year. All of their core instruction would be done in the independent study/homeschooling format under the supervision of a credentialed teacher. The enrichment vendor's program provides the unique opportunity to engage in thematic activities and experiences focused on the performing arts like dance, music, drama, etc. Students interact with peers and are afforded enrichment opportunities that enhance their personalized learning plan that is tailored to incorporate their interests and passions, in this case, the arts.

Transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements

Course Transferability

Inspire Charter School had a WASC full self-study visit on November 7-9, 2016 in which the school was granted a six-year accreditation status through June 30, 2023. During the WASC accreditation process, schools have the UC/CSU system review all high school courses to assure that they meet the "a-g" requirements. The Charter School will inform parents/guardians of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents/guardians.

College Entrance Requirements

Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents/guardians will be required to complete an orientation that will include a review of the handbook. In addition to the “a-g” UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the “a-g” list and transferability of classes will be updated on an annual basis.

The table below displays Inspire Charter School’s high school grade level courses (with AP options):

Subject Area	9th	10th	11th	12th
English	English 9 A/B	English 10 A/B	American Literature	British and World Literature
Math	- Algebra 1 A/B -Geometry A/B	-Geometry A/B -Algebra 2 A/B	Algebra 2 A/B Trigonometry/ Math Analysis A/B	-Trig/Math Analysis A/B -AP Calculus A/B
Science (with labs)	Biology A/B	Chemistry A/B	Chemistry A/B Physics A/B	-Physics A/B -Science elective
Social Studies		World History A/B	US History A/B	-American Government -Economics
Visual/Performing Arts	-Art -Music	-Art - Music	-Art -Music	-Art -Music
Foreign Language	Foreign Language Level I or II	Foreign Language Level I or II	Foreign Language Level I or II	-Foreign Language -AP offerings
Electives	-Health -Life Skills	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other	-Science elective -History elective -Math elective -Other

A high school diploma will be awarded to all students who meet the Charter School's graduation requirements. We will offer a UC/CSU pathway and a College/Career pathway:

Plan for Students Who Are Academically Low-Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress, attendance reports, placement tests, course assessments, standardized test results, and regular parent and student observations. The Charter School will utilize the Multi-Tiered System of Support model to provide multiple levels of support to all learners, especially those significantly below grade level. Inspire staff will identify students in need of Tier 2 (targeted) and Tier 3 (intensive) support and implement interventions and strategies to improve student success such as curriculum modification where teachers scaffold to support learning. For example, teachers can create hands-on learning experiences and provide concrete experiences for students who are struggling or need assistance. Teachers can also provide one on one or small group support in a virtual classroom. In addition, teachers can refer students to work in a web-based learning tool targeted to the student's needs based off the student's benchmark diagnostic results. Teachers and parents/guardians have opportunities to follow interests and connect their previous knowledge to new concepts and learn with a variety of modalities and strategies that meet their needs.

Students who are struggling readers will be referred to work in a multi-media phonics software program called Reading Horizons. This curriculum along with guided support, instructional strategies and benchmark assessments from teachers in person or online are instilled to provide students with the necessary skills to become proficient readers.

Inspire students can move at their own pace, with students taking as much time as they need to acquire the skills necessary for academic success. The online high school math courses, for example, integrate carefully paced, guided instruction with interactive practice to remediate math skills required for students to succeed. In addition, students in high school have opportunities for regular direct instruction via live web-classes taught by a Inspire Charter School teacher content specialist. Literacy development is supported, for below-proficient or struggling readers, with structured remediation and scaffolded instruction including intensive practice activities that focus on the development of skills in reading comprehension, writing and composition.

The Charter School will provide supports to parents/guardians by offering tips, workshops, and trainings. Teachers can model and assist students and parents/guardians with helpful strategies, progress monitoring tips, scheduling, time management, best practices, extension activities, interventions, and resources. This can be done in a meeting or a small group workshop.

If a student is struggling with any subject, we would assemble our Student Success Team (SST) and evaluate the student using STAR 360 or other internal assessments to evaluate reading and math skills and also evaluate any student work and parent feedback. From this point, we would ascertain the areas of struggle or challenge and create an individualized learning plan to help get the student back on track. If deficits continue regarding reading competency or math then the team would reassemble and devise a plan that might include additional supporting curriculum, referral and assignments in a web-based learning tool, such as Pathblazer, and concentrated tutoring in a virtual classroom with the student's teacher. Using adaptive screeners and

diagnostics will provide students with an opportunity to work on individual areas of need and ensure the delivery of targeted instruction tailored to individual student need.

The Charter School will utilize a Student Success Team ("SST") process to develop a plan to address their individual needs. Parents/guardians of low-achieving students shall be included in the development of strategies to meet the specific needs of the student.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents/guardians, counselors, doctors, administration, social workers and law enforcement.

Upon various assessment and collaboration, ICS can implement the following strategies:

- Modify and reduces lessons as assigned by the student's Learning Plan.
- Provide remedial instruction.
- Provide one on one and small group support.

If the problem continues after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed appropriate by the SST.

Plan for Students Who Are Academically High Achieving

Students who are performing above grade level are identified by ICS teachers through an ongoing progress, attendance reports, placement tests, course tests, standardized tests, and parent and teacher observation. The supervising teacher may assign advanced and supplemental activities to these students or allow the student to work at an accelerated pace and finish early. In middle and high school, above grade level students may also take advantage of Honors and Advanced Placement courses. Most of our courses incorporate additional challenge extensions and opportunities for further research and learning. We believe that students should experience college-level coursework and earn college credits while still in high school if they are academically prepared for the rigor of college curriculum. Additionally, as the school expands, curriculum/activities will be developed for all grades.

In addition, teachers can tailor project-based learning assignments as needed for above grade level students guided by their interests, strengths and knowledge of a particular subject. They will push students to work to their abilities. Students will be able to use problem solving skills and work collaboratively with peers and adults. Parents/guardians and teachers will work together to engage and appropriately challenge the student.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners which are research based and evaluated annually for effectiveness.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

ELPAC Testing

Upon initial enrollment in a California public school, the Charter School will conduct a survey of a student's home language. If a parent or guardian survey response indicates a primary or native language other than English, and the Charter School determines the pupil is eligible for the initial assessment, the Charter School shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the Charter School will administer the English Language Proficiency Assessments for California ("ELPAC") initial assessment. The Charter School shall administer the ELPAC initial assessment, locally score the assessment, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within thirty days of initial enrollment. The Charter School shall administer the ELPAC summative assessment at least annually thereafter during the ELPAC summative assessment testing window until re-designated as fluent English proficient.

The Charter School will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent/guardian opportunity to participate, and encouragement of the participation of parents/guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the SBAC performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

English Learner Instructional Strategies and Curriculum

Courses available for English Learners include an option for students to listen to the text in English on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. The individual support Inspire Charter School offers students will benefit English Learners in serving their individual needs as well.

EL students will receive additional English Language Development assistance from teachers. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses. Assistance may also include working with the core course instructor(s) to insure the students receive the help they need to increase their English language development and be successful in their courses.

This support will be centered around SDAIE (Specially Designed Academic Instruction for English) strategies applicable to an independent study context, including the use of graphic organizers, choral reading in a virtual classroom with other EL students, reading logs, vocabulary cards, and small group or one on one teaching virtually.

All teachers instructing English Learners will hold a CLAD credential or a California Commission on Teacher Credentialing (CCTC) recognized equivalent.

Monitoring and Evaluation of Program Effectiveness

The Senior Director/Principal will evaluate the program effectiveness for ELs in the Charter School with the following guidelines:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

Plan for Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School will follow applicable laws that only permit special education students to participate in independent study programs if their IEPs allow for it. That being said, also pursuant to California law, Inspire Charter School will admit all Special Education students who apply and will conduct a thirty (30) day assessment as to if Inspire Charter School is the correct placement for a student's long-term success.

The Charter School will continue to be a Local Education Agency (LEA) member of a Special Education Local Plan Area (SELPA) for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Inspire Charter School is a current member of the El Dorado County Charter SELPA in good standing.

El Dorado Charter SELPA provides extensive support to its LEA members, including the following areas, to name a few: professional development, parent support and resources, assistance with community advisory committees, special education procedural and legal support, data monitoring, business office support, and on-site program support, including curriculum problem solving assistance, appropriate alternative curriculum suggestions, guidance with program structural implementation, and Special Education program insight & design.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Director of Student Services and Support or designee and shall include the parent/guardian, the student (where appropriate), Support Coordinator, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by appropriately qualified personnel.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The Charter School will provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA of which it is an LEA member.

Staffing

As an LEA, Inspire Charter School will provide and/or procure and manage all activities related to assessment, individualized education plan (IEP) development, and service provision. Inspire Charter School will hire special education personnel to coordinate and provide special education services, including compliance monitoring and maintenance of LEA responsibilities, and will contract for services as needed to ensure the provision of all services required by the IEPs of Inspire Charter School students, including but not limited to special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists.

To ensure that all students receive appropriate services, Inspire Charter School will use service delivery methods appropriate to a learning model that meets individual student needs. Inspire Charter School has identified viable contracted service providers. Families will also have an option to receive face-to-face services at specifically designated locations selected by the IEP team such as a local library or the service provider's place of business.

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the

IDEIA. Charter School staff shall participate in all mandatory and recommended SELPA in-service training relating to special education.

As an LEA member of a SELPA, the Charter School will be responsible for the contracting and/or hiring, training, employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

Notification and Coordination

The Charter School shall follow applicable law and SELPA policies regarding the discipline of special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the SELPA shall provide the Charter School with any assistance that it generally provides its LEAs in the identification and referral processes.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. As an LEA, the Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless consent is obtained.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the Charter School: the Senior Director/Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to its IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

The Charter School shall promptly respond to all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

As an LEA, the Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall implement IEPs, pursuant to its own LEA policies and SELPA policies. As part of this responsibility, the Charter School shall provide the parents/guardians with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

ICS serves students with a wide range of needs. ICS will maintain on staff a Regional Special Education Director, program specialists, and education specialists. In addition to supplement special education services, ICS contracts with service providers from California Department of

Education certified nonpublic agencies, who offer the following virtual services by licensed and credentialed staff:

- Testing Eligibility
- Behavior Services
- Occupational Therapy
- Physical Therapy
- Language and Speech
- School Counseling
- School Psychologist
- Resource Specialist Services

The chart below shows the range of disabilities and corresponding services that will be provided to individual students based upon their particular and specific need:

Disability Category	Definition	Special Education Services Provided
Autism	A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.	Behavior Services, School Psychologist
Emotional Disturbance	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.(C) Inappropriate types of behavior or feelings under normal circumstances.(D) A general pervasive mood of unhappiness or depression.(E) A tendency to develop physical symptoms or fears associated with personal or school problems	Pupil Counseling, Behavior Services, School Psychologist
Intellectual Disabilities	Significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.	Specialized Academic Instruction, Behavior

		Services, School Psychologist
Orthopedic Impairment	A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Occupational Therapist, Physical Therapy, Adaptive Physical Education
Other Health Impairment	Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome. It must also adversely affect a child's educational performance.	Occupational Therapy, Physical Therapy, Adaptive Physical Education
Specific Learning Disabilities	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.	Specialized Academic Instruction, Behavior Services, School Psychologist
Speech or Language Impairment	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.	Speech and Language Pathologists / Assistant Pathologists
Deaf, Blindness, Hearing / Visual Impairment	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.	Audiologist, Braille, Hard of Hearing Services, Assistive Technology

Please note services that cannot be provided virtually by school special education staff or a non-public agency will be provided in-person by school special education staff at an appropriate location near the student's home. Face-to-face services could take place at public places such as libraries or at the special education service provider's place of business.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Funding

The Charter School understands that, as an LEA member of a SELPA, the SELPA will pass through special education funds according to the SELPA's allocation plan, and the Charter School will be responsible for any expenditure in excess of those revenues. With this funding and any additional excess cost covered through general purpose revenues, the Charter School will provide all special education services through appropriately credentialed personnel hired and contracted by the Charter School. Inspire Charter School will be responsible for the provision of services reasonably necessary to ensure that all learners with exceptional needs who attend the Charter School are provided a free and appropriate education.

Annual Goals for the State Priorities

Below are Inspire Charter School's annual goals "to be achieved in the state priorities" that apply "that apply for the grade levels served, or the nature of the program operated, by the charter school." Where the goals below indicate a period "over the charter term," the annual goal is to maintain or make progress toward the overall goal:

STATE PRIORITY 1: Teacher credentialing, access to standards-aligned instructional materials, and maintenance of school facilities

GOALS:

All years, all students and applicable subgroups: All teachers of core, college preparatory classes possess California credentials.

- ANNUAL ACTION 1Ai: Annual teacher credential review, including CLAD or equivalent.

All years, all students and applicable subgroups: Each student, including English learners, has access to standards-aligned instructional materials as suits the nature of the program operated

in Mathematics, Science, History-social science and English-language arts, including the English language development component, for English learners.

- ANNUAL ACTION 1Bi: Review instructional materials and programs used by the school for alignment to state standards and provide supplemental materials fill gaps and provide materials as needed.
- ANNUAL ACTION 1Bii: Monitor learning resources used by each student, including standards-based textbooks, online learning programs, or instructional materials customized to student needs and interests, to ensure that each student has access to state standards.

All years, all students and applicable subgroups: Any school facilities used for instruction will be maintained in a manner that ensures that they are clean, safe, and functional.

- No action is anticipated; if facilities are used for instruction at any point, actions will be included in the school's Local Control Accountability Plan.

STATE PRIORITY 2: Implementation of state-adopted standards, including access to academic content and development of English proficiency by English learners

GOALS:

All years, all students and applicable subgroups: Based on a school-selected measure of progress in the implementation of state academic standards, on average, 80 percent of responses will indicate satisfactory implementation, or the measure will demonstrate a trajectory of improvement over the term of the charter.

- ANNUAL ACTION 2Ai: Implement a performance review process that evaluates teacher implementation of Common Core State Standards effectively.

English learner subgroup: Ensure that teachers English learner students (1) provide instructional materials and supports that enable access to the curriculum and (2) develop English language proficiency through English language development instruction, alignment of ELD and ELA standards, research-based instructional strategies in English language development, personalized literacy instruction, literacy across the curriculum, and/or frequent formative assessment.

- ANNUAL ACTION 2Bi, all years: Monitor learning plans to ensure that English learner students have instructional resources and supports that provide access to the curriculum and promote English language development.
- ANNUAL ACTION 2Bii, all years. Monitor the progress of English learner students toward English proficiency and provide appropriate instructional modifications as needed to promote progress.

STATE PRIORITY 3: Parent involvement in school site decisions, including parental participation in programs for unduplicated pupils and EL students.

GOAL:

All years, all students and applicable subgroups. Based on a school-selected measure of parent input in decision-making and of the promotion of parent participation in programs, including programs for unduplicated and EL students, on average, 80 percent of responses will indicate

positive progress, or the measure will demonstrate a trajectory of improvement over the term of the charter.

- ANNUAL ACTION 3, all years: Use results of school-selected measure to build on areas of positive parent participation, including in programs for unduplicated pupils and EL students, and address any areas of need.

STATE PRIORITY 4: Pupil achievement as measured by all of the following:

Mandated statewide assessments

GOAL:

All years, all students and applicable subgroups

Attain a positive average “Distance from 3” (“DF3”) score in ELA and in math by the end of the charter term or increase the average DF3 by 30 points or more over the term of the charter using a matched cohort to compare scores of individual students from year to year.

- ANNUAL ACTION 4Ai, all years. Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing.
- ANNUAL ACTION 4Aii, all years. Use RTI tiers to determine each student’s level of need.
- ANNUAL ACTION 4Aiii, all years. Provide targeted, research-based math & ELA support for struggling students.
- ANNUAL ACTION 4Aiv, 2018-19 through 2022-23. Implement interventions for at-risk students, such as targeted online virtual instruction, supplemental instructional license assignments, enrichment tutoring services, SAT/ACT prep classes.

The Academic Performance Index (API) or Replacement Measure

Not Applicable

UC “a-g”/career readiness

GOAL:

All years, all students and applicable subgroups: Increase the percentage of students who complete “a-g” courses by 20 percent over the term of the charter.

- ANNUAL ACTION 4Ci, all years. Build course lists, pathways, and tracks that promote College & Career Readiness and encourage enrollment in appropriate personalized learning plan.
- ANNUAL ACTION 4Cii, all years. Counselors and high school teachers meet with students to support student enrollment in appropriate track, conduct info sessions and orientations in personalized learning plans.
- ANNUAL ACTION 4Ciii, all years. Counselors build and monitor progress of each student’s Individualized Graduation Plan (IGP) & conduct transcript audits.

Progress toward English proficiency and English learner reclassification

GOAL:

All years, all students and applicable subgroups. Using a matched cohort to compare the progress of individual students from year to year, 75 percent of English Learner students will either (1)

improve performance on the ELPAC, (2) achieve English proficient status or Early Advanced or Advanced (or ELPAC equivalent) on the ELPAC, or (3) be reclassified as English proficient, or the school will increase the proportion of English Learner students achieving one of the three criteria by 10 percent over the charter term.

- *ANNUAL ACTION 4Di, all years.* Provide EL students with an appropriate learner plan for English language development.
- *ANNUAL ACTION 4Dii, all years.* Monitor the progress of English learner students.
- *ANNUAL ACTION 4Diii, all years.* Provide professional development in response to analysis of student performance data, schoolwide and by subgroup.
- *ANNUAL ACTION 4Div, all years.* Adjust instruction needed, throughout the school year and in planning for the next school year, in response to analysis of student performance data.
- *Track student progress toward meeting EL proficiency requirements.*

STATE PRIORITY 5: Pupil engagement

School attendance rates

GOAL:

Over the charter term, ICS will maintain an attendance rate of 95 percent over the term of the charter or will increase the rate over the term of the charter.

- *ANNUAL ACTION 5Ai, all years.* Monitor attendance data on a monthly basis.
- *ANNUAL ACTION 5Aii, all years.* Notify parent/guardian of attendance concerns and intervene according to attendance and enrollment compliancy procedures.

Chronic absenteeism rates

GOAL:

All years, all students and applicable subgroups. Over the charter term, the Charter School will maintain a chronic absenteeism rate of under 1 percent over the term of the charter.

- *ANNUAL ACTION 5B, all years.* Once families have been through low attendance interventions, if chronic absenteeism persists, initiate intensive targeted intervention for students demonstrating chronic absenteeism and their families.

Middle school dropout rates

GOAL:

All years, all students and applicable subgroups. Over the charter term, the Charter School will maintain a middle school dropout rate of under 1 percent over the term of the charter or will decrease the rate over the term of the charter.

- *ANNUAL ACTION 5C, all years.* Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

High school dropout rates

GOAL:

All years, all students and applicable subgroups. Over the charter term, the Charter School will maintain a high school dropout rate of under 1 percent over the term of the charter or will decrease the rate over the term of the charter.

- *ANNUAL ACTION 5D, all years.* Refine intensive targeted interventions for students with behaviors indicating a likelihood of dropping out or in danger of failing.

High school graduation

All years, all students and applicable subgroups. Over the charter term, for students attending the Charter School for grades 9-12, the Charter School will maintain a high school graduation rate of 90 percent over the term of the charter or will close the gap between the baseline and the target by 50 percent over the term of the charter.

- *ANNUAL ACTION 5D, all years.* For any students identified as at-risk for not graduating, provide tiered targeted intervention designed to keep students on track.

STATE PRIORITY 6: School climate

Pupil suspension rates

GOAL:

All years, all students and applicable subgroups. Over the charter term, Inspire Charter School will maintain a rate of suspension of under 1 percent.

- *ANNUAL ACTION 6A, all years.* Set clear expectations for student conduct and consistent protocols for addressing behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.

Pupil expulsion rates

GOAL:

All years, all students and applicable subgroups. Over the charter term, Inspire Charter School will maintain a rate of expulsion of under 1 percent.

- *ANNUAL ACTION 6B, all years.* Set clear expectations for student conduct and consistent protocols for addressing behaviors that are inconsistent with school expectations. Refine tiers of support and intervention when challenging behaviors persist.

Other local measures, including surveys of pupils, parents and teachers on sense of safety and school connectedness

GOAL:

All years, all students and applicable subgroups. Based on a school-selected measure that provides a valid measure of perceptions of school safety and connectedness, the Charter School will increase parent participation rate for the school climate survey by 10%, or the measure will demonstrate a trajectory of improvement over the term of the charter.

- *ANNUAL ACTION 6C, all years.* Analyze data from school-selected measure to identify trends and areas of need and to refine means to address as appropriate.

STATE PRIORITY 7: Access to a broad course of study in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

STATE PRIORITY 8: Pupil outcomes in subject areas described in Education Code Section 51210 and 51220, as applicable

Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220 are not applicable to charter schools.

ELEMENTS TWO AND THREE: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. --California Education Code Section 47605(b)(5)(B)*

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. -California Education Code Section 47605(b)(5)(C)*

Measurable Student Outcomes

Inspire Charter School's measurable student outcomes are indicated in the annual goals to address the eight state priorities listed in Element 1. The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card.

Methods of Assessment

The effective use of assessment is critical to the learning process. At the Charter School, several types of formative and summative assessments will be used, including practice quizzes, short answer and essay questions, multiple choice, and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers will perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School advisory teachers serving as the supervising teacher for purposes of independent study, working closely with parents/guardians and/or concerned adults, will have the first responsibility for measuring and monitoring student progress and performance.

The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools. The following assessments are utilized by the Charter School:

- **Pre-test** of students' work will be administrated as a student's baseline knowledge or preparedness for an educational experience or course of study.
- **Smarter Balanced Assessments** are aligned to the Common Core State Standards which were developed by K-12 educators and college faculty to define knowledge and skills students need to succeed in college and the workplace. The assessment system – including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness.
- **Embedded Assessment** of students' work may include, but is not limited to, a review of assignments, evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments are performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project is all examples of summative assessments.
- **ELPAC** will be administered in accordance with State law.
- **Physical Fitness Test** will be administered in accordance with State law.
- **Diagnostic/Benchmark Assessment** The Charter School will use a standardized benchmark assessment to track student progress and grade level proficiency.
- **End of Course Exams** Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Annually, Inspire Charter School will develop and distribute to the District and to school stakeholders a School Accountability Report Card.

Use and Reporting Of Data

Report of Individual Student Progress

Parents/guardians and students will be routinely informed of student progress through regularly scheduled meetings. The monthly progress meetings will be followed up with a written summary of the meeting via an e-mail from the advisory teacher. Individualized student evaluation data will be utilized by the advisory teacher in tailoring the student's education program and updating the master agreement as necessary. To ensure regular communication between the advisory teacher, parent and student, weekly progress reports will be provided to families through e-mail. Parents/guardians may discuss student progress with the school at any time, and Inspire Charter School staff will typically meet with parents/guardians when students are not progressing as expected. School administrators will receive student progress data information from the advisory teachers and this data will be reviewed monthly and on an ongoing basis.

Use of Achievement Data to Improve Charter School Programs

Faculty will review student achievement data on an ongoing basis. Faculty will review student work samples noting skills that are mastered and those that need continued support. This data will assist in helping to monitor and improve Inspire Charter School's education program. Areas of low performance for student sub-groups will be analyzed and addressed to design instruction and refine teaching strategies. Program success will be a regular topic of discussion at weekly staff meetings and in regular program review evaluations.

The school's governing board will monitor overall student performance and review data in order to ensure that the school stays true to its mission and charter. The board will hear analysis and recommendations presented by the school's leadership and consider actions to continually improve the school's performance.

The Charter School also will survey parents/guardians on an annual basis to get valuable program feedback to be used to make program improvements. A parent satisfaction survey will be provided electronically to all parents/guardians each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FOUR: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. --California Education Code Section 47605(b)(5)(D)

Non-Profit Public Benefit Corporation

The Charter School will be operated by Inspire Charter School, a California Nonprofit Public Benefit Corporation, the sole member of which shall be Inspire Charter Schools.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. During the term of the Charter, the Charter School may contract with one or more third parties for the provision of educational and/or administrative services.

Attached as Appendix C, please find the Corporate Bylaws and Conflict of Interest Code that have been adopted by the Board of Directors of Inspire Charter School.

Board of Directors

Inspire Charter School is governed by the Inspire Charter School Board of Directors, which shall be selected, serve, and govern the Charter School in accordance with its adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. The Board shall have at least three and no more than five voting members. One Director position will be reserved for a parent or community member. Directors will serve three-year terms.

In accordance with Education Code Section 47604(b), at its election, the District's Board of Trustees may appoint a representative, to be determined by the District, to serve as a voting member of the Board of Directors and/or as the District's contact person with the Charter School.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual Charter School budget, calendar, salary schedules, employment contracts, major fundraising events, and grant writing.
- Negotiation and approval of a MOU or other contracts with the District.
- Approval of all leases, purchases, contracts exceeding 10,000 dollars.
- Approval of bylaws, resolutions, and policies and procedures of school operation.
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law.
- Long-term strategic planning for the Charter School.
- Participation as necessary in dispute resolution.
- Monitoring overall student performance.
- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter.
- Monitoring the fiscal solvency of the Charter School.
- Participation in the Charter School's independent fiscal audit.
- Participation in the Charter School's performance report to the District.
- Participation as necessary in student expulsion matters.
- Increasing public awareness of the Charter School.
- Fundraising efforts.

Board Meetings

The Board of Directors meetings will be headed by a Board Chairman, who will be elected annually amongst the Board at the concluding meeting of the school year. Board members will be allowed to attend board meetings virtually. All Board Agenda and Board Materials will be sent to Acton-Agua Dulce Unified School District for posting.

The Board of Directors will abide by strong Conflict of Interest policies, that clearly forbid the board of directors benefiting from service on the board.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate in initial training regarding effective board governance and conflict of interest rules. New members to the Board of Directors shall be trained in these matters as well.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those

duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Charter Senior Director/Principal

The Senior Director/Principal, Assistant Director, and Regional Coordinators will be the leaders of the Charter School. These positions will ensure that the curriculum and technology is implemented in order to maximize student learning experiences. The Senior Director/Principal will be full time and lead Inspire Charter School primarily.

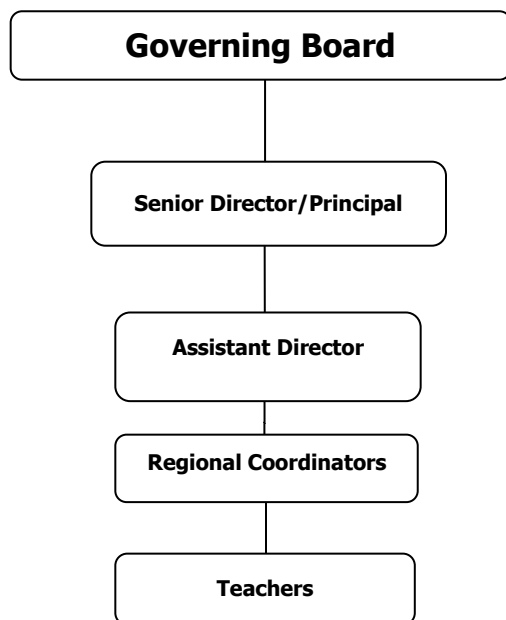
The Senior Director/Principal will directly supervise the homeschool teachers and will be responsible for administering the school in all of the aspects of its day to day operations, working with the Inspire Charter School Board of Directors, the District, students, parents/guardians, and community members and the other governing bodies specified by local and state law. The Senior Director/Principal is required to have teaching experience and a valid California teaching credential. An administrative credential is preferred but not required.

The administrative duties of the Senior Director/Principal shall include, but will not be limited to, the following:

- Provide instructional leadership to the Charter School.
- Attend meetings at the District as requested by the District and liaise with the District, including assisting the District in its oversight duties.
- Supervise all employees of the Charter School.
- Provide performance evaluations of all Charter School employees at least once annually.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide assistance and coordination in the implementation of curriculum.
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law.

Organizational Chart



Parent & Teacher Participation in Governance

As identified in Element 1's list of annual goals, Inspire Charter School will use several strategies to consult on a regular basis with their parents/guardians, and teachers regarding the school's educational program.

- ICS will provide parents/guardians with surveys twice a year.
- Parents/guardians may address the Board through public comment or by communicating directly with board members.
- One Board of Director position will be reserved for a parent or community member.
- Parents/guardians can communicate with the Senior Director/Principal at any time.

Inspire Charter School will strive to meet the needs of the students and families so that we are offering a valuable school of choice. To inform planning, we assess the needs of the students and community members on an ongoing basis through parent surveys, Parent Teacher Organization (PTO) meetings, parent workshops, board meetings, and recruiting events. The parent satisfaction surveys will be provided electronically to all parents/guardians. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the Inspire Charter School from their perspective, related to their experience. The results of this survey will be reviewed along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, and student success to identify the key program areas that may require modification for the coming school year.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the school.* -

-California Education Code Section 47605(b)(5)(E)

In accordance with Charter School health and safety policies listed below, all employees shall be fingerprinted and undergo a background check and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members (Senior Director/Principal and Teachers) will meet the following qualifications:

Senior Director/Principal

The Senior Director/Principal will be the school's instructional leader and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. This individual will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of independent study program implementation
- Understanding of teacher evaluation in an online school
- Excellent communication skills
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required educational level:

- Master's Degree required

Required experience:

- 5 plus years teaching/leadership experience
- Experience in performance assessment

Highly Skilled and Supported Teachers

The faculty will consist of properly credentialed teachers in core, college preparatory subjects. All teachers will meet the requirements of Education Code Section 47605(l) and applicable portions of the Elementary and Secondary Education Act. Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their careers. Induction training will be provided to teachers that need it to complete their Professional Clear Credential.

Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Possession of appropriate credential(s) required for the position
- Detail oriented
- Evidences the capacity to work with students to develop and implement required master student agreements.
- Technologically knowledgeable

Required educational level / credentialing:

Charter School teachers will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, in accordance with Education Code section 47605(1). Teachers shall hold a multiple subject or single subject credential, depending on the grade level of the students they are teaching. Core academic subjects shall be English, Science, Mathematics, and History/Social Science.

Student to teacher ratio will be maintained in accordance with Education Code Section 51745.6 unless this provision is modified by statutory or regulatory action in which case the Charter School reserves the right to modify its student to teacher ratio accordingly. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

Teacher Recruitment

The Charter School utilizes a comprehensive teacher recruitment policy to attract skilled, credentialed teachers. The Charter School recruitment strategies for employing skilled teachers include using established teacher credentialing services, such as EdJoin, and college employment fairs, among other generally acceptable strategies.

Professional Development

Professional development will be provided on an ongoing basis and will be built into the school calendar. Professional development is planned to occur at the following times:

- An intensive training program during the summer to train teachers on the technology that is required for implementing the online program, independent study law compliance, attendance reporting, as well as instructional strategies that address the needs of our targeted student population.
- Regular staff meetings.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

ELEMENT SIX: HEALTH AND SAFETY POLICIES

Health and Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. --California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School will implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Senior Director/Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board Chairman shall monitor the fingerprinting and background clearance of the Senior Director/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be screened and, if indicated by the screening, tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and

Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Currently the school is waiting for the California Department of Education to release clarification and guidelines on how non-classroom based schools should apply SB277.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow recommended medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety/Orderly Environment

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Additionally, the school will create a safe and orderly environment for students, by sharing with students and their parents/guardians clear expectations of safe and respectful behavior.

Comprehensive Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy. Per Government Code Section 12950.1, the Charter School shall provide sexual harassment training and education to each supervisory employee in California once every two years. The training and education shall include information and practical guidance regarding the federal state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

Technology Safety Policies

The Charter School will develop technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school District to which the charter petition is submitted. --California Education Code Section 47605 (b)(5)(G)

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies to seek to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the District.

The Charter School intends to conduct its student recruitment efforts throughout Los Angeles County.

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

Governing Law: Admissions requirements, if applicable. [Education Code Section 47605(b)(5)(H) and AB 1360]

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School's application process is comprised of the following:

1. Parent attendance at a Charter School orientation meeting is encouraged
2. Completion of a student application form

Registration packets for students who are admitted will also gather the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

The Inspire Enrollment Department is responsible for verifying all students have a valid proof of residency (POR) during the enrollment process. A valid POR is a required enrollment document. The Enrollment Team verifies the name, date, and address to ensure that the home is within the counties that we serve.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission

preferences in the case of a public random drawing shall be given to the following students as follows: All students currently enrolled in the Charter School and siblings of enrolled students shall be exempt from the lottery. Preferences will be extended to residents of the District, when names are placed into a random drawing; the names of District residents will be placed in the drawing twice, where as non-district residents' names will be placed in the drawing only once. The Charter School will not limit enrollment access for pupils with disabilities or other disadvantaged students.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait-list according to their draw in the lottery. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents/guardians of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the Spring for enrollment in Fall of that year.

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. - California Education Code Section 47605 (b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Senior Director/Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from ICS. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the transmission 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:
- i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the transmission 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:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended

pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the

charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. Right to Appeal

Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the pupil," "an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the pupil no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. --California Education Code Section 47605 (b)(5)(K)

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience. Credentialed Charter School employees shall participate in the California State Teachers' Retirement System (STRS). Non-credentialed employees shall participate in federal Social Security. The Senior Director/Principal is responsible for ensuring that appropriate arrangements for coverage are made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. --California Education Code Section 47605 (b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents/guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school or program of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. --California Education Code Section 47605 (b)(5)(M)

No non-charter school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter. --California Education Code Section 47605 (b)(5)(N)

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The members of the Board of Directors and the staff of Inspire Charter School and the District agree to resolve all disputes regarding the charter school including disputes related to provisions of the charter and including disputes between the charter school and the Board of Trustees of the District pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes arising from within the school, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by Inspire Charter School and the Board of Directors pursuant to policies and procedures developed Inspire Charter School Board of Directors.

The District shall not intervene in any such internal disputes without the consent of the Board of Directors of Inspire Charter School and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Senior Director/Principal of the charter school for resolution pursuant to the charter school's policies.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Inspire Charter School has requested the District to intervene in the dispute.

Disputes between the Charter School and the District

In the event that the Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues identified as possible grounds for revocation of the charter petition as outlined in EC 47607(c) unless the District chooses to have this process apply.

In the event of a dispute between the school and the District, the staff and Board of Directors members of the school and District agree to first frame the issue in written format and refer the issue to the District Superintendent, or his/her designee, and the charter school Senior

Director/Principal. In the event that the District Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Inspire Charter School's Senior Director/Principal and the District Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Senior Director/Principal of Inspire Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Senior Director/Principal shall jointly identify a neutral, third party mediator by mutual agreement. The format of the mediation session shall be developed jointly.

The Superintendent and Senior Director/Principal shall incorporate informal rules of evidence and procedure into the mediation format unless both parties agree otherwise. The charter school and the school District shall each bear its own costs incurred as a result of its compliance with this dispute resolution process. Upon failure of mediation, all remedies should be available.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. (Education Code Section 47605(b)(5)(P))

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents/guardians and students of the Charter School, the District, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The records of Inspire Charter School should remain with the non-profit entity, at least until the non-profit closes, in which case the records should be maintained by other Inspire-related agencies. If all the aforementioned agencies have closed, the Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and upon the dissolution of the non-profit public benefit corporation shall return to the non-profit corporation to be used within the state of California only. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the school's budgeted reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budgets

Budgets and Cash Flow

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. --Education Code Section 47605(g)*

Financial Solvency Plan

1. Create and maintain balanced budgets
2. Create and adhere to long-range financial plans
3. Manage employee costs, proposals, and their implications
4. Meet with service providers to discuss possible cost reduction options
5. Stay active in CCSA, CSDC, and CASBO which provide professional development and current information
6. Collaborate with stakeholders to ensure sound decision-making occurs

Attached as Appendix F, please find the following documents:

1. Five Year Budget
2. Three Year Cash Flow
3. Budget/Revenue Assumptions

Financial Reporting

The Charter School shall provide reports to District and the County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update required pursuant to Section 47606.5
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The school's contracted business back office services provider shall provide a monthly report of the Charter School's current and projected financial viability to the Inspire Charter Schools Board of Directors. These reports shall, at a minimum, have the same format and content as the legally required Interim Reports identified above.

Inspire currently contracts with Charter Impact for back office services. In April of 2014 Inspire initiated a request for proposals and evaluated three bids. Upon careful consideration we elected to move to contract with Charter Impact for better accuracy and support.

Charter Impact is an approved vendor by California Charter School Association and is comparable among financial management firms serving the charter schools. CCSA does the comparisons of different vendors prior to recommending a vendor. Charter Impact charges 1.75%.

Adopted Budget Report documents required to be filed with AADUSD:

- The original of the Board's certification of the Adopted Budget Report, with the original Charter School Official's certification
- Adopted Budget Report (SACS or "Alternative Form")
- Multi-Year Budget Projection
- FCMAT LCFF Calculator
- Written discussions and planning assumptions, including quantitative data that explains the financial projections
- Cash flow projections
- LCAP/principal apportionment data

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

The District shall not be required to provide coverage to Inspire Charter School under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect Inspire Charter School from claims that may arise from its operations. The Charter School shall maintain the following insurance policies:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Inspire Charter School from claims under Workers' Compensation Acts, which may arise from its operations.
- General Liability, including Fire Legal Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the District as additional insured's. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by Inspire Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

INSURANCE CERTIFICATES

Inspire Charter School shall maintain on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Administrative Services

Governing Law: the manner in which administrative services of the School are to be provided (Education Code Section 47605(g)).

The Senior Director/Principal will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School's Board of Directors. The Charter School will contract with an appropriate third-party for all "back-office" administrative services,

including but not limited to financial management, personnel, and instructional program development. Initially, the Charter School intends to utilize Charter Impact, Inc. to provide financial management, accounting, and payroll services. Its experience is described in the section on consultants, above. Charter Impact, Inc. shall assist the Charter School Board by providing budget development, implementation of the adopted budget, and monitoring expenses to ensure that the Charter School Board remains informed about the continuing fiscal solvency of the Charter School.

Facilities

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school within the District attendance boundaries. (Education Code Section 47605(g))

The Charter School will operate an administrative office inside the district boundaries within Los Angeles County. The office will be used for clerical staff to work and where families can pick up instructional materials. Administrative offices will not be used for classes. Currently, the Charter School operates one resource center located at 805 West Palmdale Boulevard, Palmdale, CA 93551 pursuant to the law because no suitable location has been found within the district boundaries.

CIVIL LIABILITY IMPACT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g))

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter, the Acton-Agua Dulce Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. Inspire Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2019 through June 30, 2024.

The standards and criteria in Education Code Sections 47605 and 47607 shall govern renewal of the charter as applicable.

Appendix A

Students' academic growth increases dramatically in relation to the time that students are enrolled at ICS based on "Distance from Level 3 (DF3).

The longer students are enrolled at ICS, the "Distance from Level 3" (DF3) decreases, which means the students are closer to meeting or exceeding standards. DF3 is a measure used by the state of California that compares a school's SBAC ELA and Math scale scores by grade to the state standards for "met" or Level 3. The DF3 scores means that the average student in the school scored that many scale scores above or below the "met" standard of Level 3. For most of grades 3-8, the pattern continues to indicate that the longer the student stays with ICS, the DF3 decreases.

The cohort that started with Inspire in 2015-16 and is still enrolled with Inspire as of 2017-18 is indicated in the chart below.

Number of students in cohorts	Chart represents DF3 for Cohort based on CAASPP scaled scores																																	
There were 123 students in the 2-year cohort. The 2-year cohort had the lowest DF3 with -25 in ELA and -58 in Mathematics amongst 4th graders.	<table><tr><th colspan="3">4th Grade</th></tr><tr><th>Years at Inspire (2017-2018 4th Graders)</th><th>Count of Years at Inspire</th><th>Percentage of Years at Inspire</th></tr><tr><td>1</td><td>115</td><td>48%</td></tr><tr><td>2</td><td>123</td><td>52%</td></tr><tr><td>Grand Total</td><td>238</td><td>100%</td></tr></table> <table><tr><th>Years at Inspire</th><th>DF3 ELA</th><th>DF3 Math</th></tr><tr><td>1</td><td>-51</td><td>-83</td></tr><tr><td>2</td><td>-25</td><td>-58</td></tr><tr><td>Grand Total</td><td>-38</td><td>-71</td></tr></table>	4th Grade			Years at Inspire (2017-2018 4th Graders)	Count of Years at Inspire	Percentage of Years at Inspire	1	115	48%	2	123	52%	Grand Total	238	100%	Years at Inspire	DF3 ELA	DF3 Math	1	-51	-83	2	-25	-58	Grand Total	-38	-71						
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2015-16 Grade Level	Enrollment 2015-16	2017-18 Grade level	# of 2015-16 students still enrolled in 2017-18	% of 2015-16 students still enrolled in 2017-18																														
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There were 66 students in the 3-year cohort. The 3-year cohort had the lowest DF3 with -16 in ELA and -69 in Mathematics amongst 6th graders.	<table><tr><th colspan="3">6th Grade</th></tr><tr><th>Years at Inspire (2017-2018 7th Graders)</th><th>Count of Years at Inspire</th><th>Percentage of Years at Inspire</th></tr><tr><td>1</td><td>115</td><td>46%</td></tr><tr><td>2</td><td>69</td><td>28%</td></tr><tr><td>3</td><td>66</td><td>26%</td></tr><tr><td>Grand Total</td><td>250</td><td>100%</td></tr></table> <table><tr><th>Years at Inspire</th><th>DF3 ELA</th><th>DF3 Math</th></tr><tr><td>1</td><td>-59</td><td>-101</td></tr><tr><td>2</td><td>-26</td><td>-93</td></tr><tr><td>3</td><td>-16</td><td>-69</td></tr><tr><td>Grand Total</td><td>-16</td><td>-88</td></tr></table>	6th Grade			Years at Inspire (2017-2018 7th Graders)	Count of Years at Inspire	Percentage of Years at Inspire	1	115	46%	2	69	28%	3	66	26%	Grand Total	250	100%	Years at Inspire	DF3 ELA	DF3 Math	1	-59	-101	2	-26	-93	3	-16	-69	Grand Total	-16	-88
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There were 88 students in the 3-year cohort. The 3-year cohort had a lower DF3 with 10 in ELA and -48 in Mathematics compared to the 1-year cohort of 7th graders.	<table><tr><th colspan="3">7th Grade</th></tr><tr><th>Years at Inspire (2017-2018 7th Graders)</th><th>Count of Years at Inspire</th><th>Percentage of Years at Inspire</th></tr><tr><td>1</td><td>88</td><td>44%</td></tr><tr><td>2</td><td>22</td><td>11%</td></tr><tr><td>3</td><td>88</td><td>44%</td></tr><tr><td>Grand Total</td><td>198</td><td>100%</td></tr></table> <table><tr><th>Years at Inspire</th><th>DF3 ELA</th><th>DF3 Math</th></tr><tr><td>1</td><td>-14</td><td>-88</td></tr><tr><td>2</td><td>37</td><td>-40</td></tr><tr><td>3</td><td>10</td><td>-48</td></tr><tr><td>Grand Total</td><td>-16</td><td>-59</td></tr></table>	7th Grade			Years at Inspire (2017-2018 7th Graders)	Count of Years at Inspire	Percentage of Years at Inspire	1	88	44%	2	22	11%	3	88	44%	Grand Total	198	100%	Years at Inspire	DF3 ELA	DF3 Math	1	-14	-88	2	37	-40	3	10	-48	Grand Total	-16	-59
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There were 96 students in the 3-year cohort. The 3-year cohort had a DF3 in ELA with a score of 1 amongst 8th graders. On average, this cohort had 1 scale score above the meets standards.

8th Grade		
Years at Inspire (2017-2018 8th Graders)	Count of Years at Inspire	Percentage of Years at Inspire
1	66	19%
2	58	17%
3	96	17%
Grand Total	226	
Years at Inspire	DF3 ELA	DF3 Math
1	-22	-95
2	-21	-126
3	1	-114
Grand Total	-16	-103

Scale Scores are increasing as students move up in grades.

This table shows changes in the CAASPP scale scores for ICS students over the years. While this table is not tracking the exact same group of students each year due to high student turnover, it does provide some insight to how ICS is progressing.

CAASPP SS	3rd	4th	5th	6th	7th	8th	11th
2014-15 ELA	2478	2439	2458	2514	2539	2531	2543
2015-16 ELA	2395	2445	2467	2504	2524	2545	2576
2016-17 ELA	2392	2437	2475	2502	2533	2554	2601
2017-18 ELA	2404	2428	2483	2505	2552	2552	2558

CAASPP SS	3rd	4th	5th	6th	7th	8th	11th
2014-15 math	2450	2409	2437	2489	2506	2481	2455
2015-16 math	2390	2440	2451	2478	2490	2498	2516
2016-17 math	2387	2413	2455	2460	2492	2485	2486
2017-18 math	2384	2415	2445	2462	2500	2493	2476

To best highlight our progress and impact, we tracked results of the grade 3-6 cohorts of students that started with ICS in 2015-2016 and grade 3 student Cohort from 2016-2017. The chart below shows the progress made by each cohort of students in ELA and Mathematics using the cohort's average CAASPP scale scores.

Number of students in cohort	The cohort CAASPP data by school year					
There were 123 students in the cohort. The average growth in scale score was 35 points in ELA and 23 points in Math.	Year	Grade	Cohort Avg ELA Scale Score by grade level	Avg Cohort progress in ELA	Cohort Avg Math Scale Score by grade level	Avg Cohort progress in Math
	2016-17	3rd	2413		2404	
	2017-18	4th	2448	35	2427	23
	2 Year Average		2431	35	2416	23
There were 84 students in the cohort. The average growth in scale score in ELA was 40 points and 19 points in Math.	Year	Grade	Cohort Avg ELA Scale Score by grade level	Avg Cohort progress in ELA	Cohort Avg Math Scale Score by grade level	Avg Cohort progress in Math
	2015-16	3rd	2424		2422	
	2016-17	4th	2465	41	2450	28
	2017-18	5th	2504	39	2459	9
	3 Year Average		2464	40	2444	19

There were 66 students in the cohort. The average growth in scale score in ELA was 9 points and 7 points in Math.

Year	Grade	Cohort Avg ELA Scale Score by grade level	Avg Cohort progress in ELA	Cohort Avg Math Scale Score by grade level	Avg Cohort progress in Math
2015-16	4th	2498		2451	
2016-17	5th	2505	7	2459	8
2017-18	6th	2515	10	2464	5
3 Year Average		2506	9	2458	7

There were 88 students in the cohort. The average growth in scale score in ELA was 24 points and 15 points in Math.

Year	Grade	Cohort Avg ELA Scale Score by grade level	Avg Cohort progress in ELA	Cohort Avg Math Scale Score by grade level	Avg Cohort progress in Math
2015-16	5th	2515		2490	
2016-17	6th	2533	18	2510	20
2017-18	7th	2562	29	2519	9
3 Year Average		2537	24	2506	15

There were 96 students in the cohort. The average growth in scale score in ELA was 21 points and 4 points in Math.

Year	Grade	Cohort Avg ELA Scale Score by grade level	Avg Cohort progress in ELA	Cohort Avg Math Scale Score by grade level	Avg Cohort progress in Math
2015-16	6th	2528		2511	
2016-17	7th	2552	24	2523	12
2017-18	8th	2569	17	2519	-4
3 Year Average		2550	21	2518	4

Student performance improved on internal benchmark assessments in ELA and Math in 2017-2018 in each successive administration.

About 60% of Grades 1-8 students and 63% of Grades 9-12 students are meeting or exceeding growth expectations in ELA on Star 360 assessments. About 54% of Grades 1-8 students and 56% of Grades 9-12 students are meeting or exceeding growth expectations in Math on Star 360 assessments.

Grades	Met Growth Expectations ELA	Met Growth Expectations Math
1	66%	53%
2	60%	55%
3	60%	51%
4	58%	45%
5	54%	46%
6	68%	59%
7	59%	57%
8	51%	62%
9	59%	40%
10	65%	60%
11	71%	71%
12	59%	50%

STAR360 STUDENT GROWTH PERCENTILE CHART

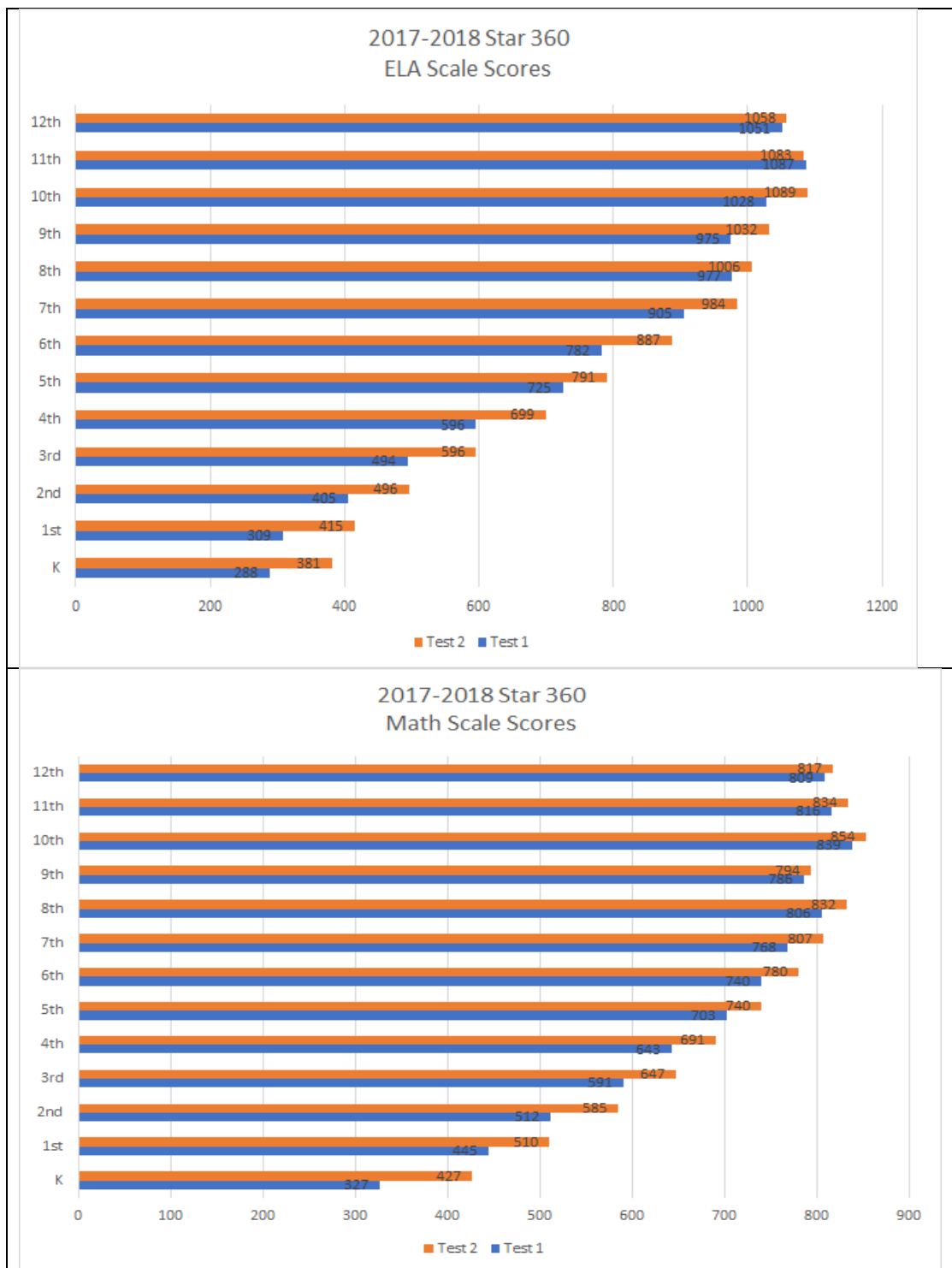
By the end of the 2017-2018 school year, about 72% of students from grades 1-12 are testing proficient in ELA and 73% in Math on the Star 360 assessments. Renaissance uses the Student Growth Percentiles (SGP) as a norm-referenced quantification of individual student growth. The SGP score compares a student's growth from one period to another with that of his/her academic peers nationwide who are students in the same grade with a similar scaled score history. Lower numbers indicate lower relative growth and higher numbers indicate higher relative growth. Many states that have adopted SGP consider 35-65 SGP as benchmarks for typical growth. The average SGP at Inspire is 47% for ELA and 52% for Math.

Grade Levels	At/Above Benchmark	Intervention	On Watch	Urgent Intervention	Average of Current Student Growth Percentile (SGP)
1	97%	1%	2%	0%	49%
2	84%	7%	4%	6%	48%
3	82%	5%	7%	6%	47%
4	74%	11%	8%	7%	41%
5	74%	9%	8%	9%	41%
6	65%	14%	11%	10%	49%
7	67%	11%	11%	12%	50%
8	64%	14%	12%	10%	50%
9	50%	19%	12%	19%	40%
10	67%	13%	7%	12%	50%
11	55%	14%	14%	17%	56%
12	46%	22%	4%	28%	49%
Grand Total	73%	10%	8%	9%	47%

Grade Levels	At/Above Benchmark	Intervention	On Watch	Urgent Intervention	Average of Current SGP
K	99%	0%	0%	1%	0%
1	90%	4%	4%	1%	57%
2	79%	5%	8%	9%	53%
3	78%	8%	8%	7%	52%
4	75%	5%	12%	8%	51%
5	76%	5%	10%	9%	48%
6	64%	14%	13%	9%	55%
7	70%	8%	10%	11%	52%
8	65%	15%	11%	9%	47%
9	54%	9%	16%	20%	55%
10	48%	10%	14%	28%	55%
11	52%	8%	14%	25%	51%
12	33%	18%	19%	30%	52%
Grand Total	72%	8%	10%	10%	52%

Star 360 Average Scale Scores

The charts below show the progress made by each grade cohort in ELA and Mathematics using each cohort's average Star 360 scale scores.



Appendix B

INSPIRE CHARTER SCHOOL INDEPENDENT STUDY POLICY

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

1. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. A pupil may miss two (2) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, whether any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the Senior Director/Principal or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized, to evaluate that work.
 - The specific resources, including materials and personnel, which will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one Semester, or one half year for a school on a year-round calendar.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is under 18 years of age, the certificated employee who has been designated as having responsibility or the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for ADA purposes:
 - a. Students will initial "Monthly Independent Study Log" on school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the monthly log under the following statement: "By signing this log, I verify that my student completed school work on these days."
 5. The Charter School shall comply with the Education Code Sections 51745 through 51749.3 and the provision of the Charter School's Act and the State Board of Education regulation adopted there under.
 6. The Directors shall establish regulations to implement these policies in accordance with the law.

Appendix C

**CONFLICT OF INTEREST POLICY
OF
INSPIRE CHARTER SCHOOL – LOS ANGELES**

**Article I
Purpose**

Section 1.1. This Conflict of Interest Policy (this “Policy”) has been adopted and approved by the Board of Directors of Inspire Charter School – Los Angeles (the “Corporation”) for the purposes of (1) protecting the Corporation’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Interested Person (as defined hereinafter) or might result in a possible excess benefit transaction; and (2) establishing policies and procedures to be adhered to and implemented by the Corporation whenever it is contemplating entering into such transactions or arrangements, and whenever determining appropriate levels of compensation, direct and indirect, including benefits and perquisites for any Interested Person. The Corporation and each director, officer, member of a committee with Board-delegated powers, and key employee intends to comply with this Policy in such a manner so as to avoid any "excess benefit transaction" that would be subject to intermediate sanctions and excise taxes under section 4958 of the Internal Revenue Code of 1986, as amended (the “Code”). This Policy also is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest applicable to nonprofit and charitable corporations, and the Corporation shall comply with the requirements of each such federal or state law in addition to the requirements of this Policy.

Section 1.2. The Corporation is a nonprofit corporation duly organized and existing under the laws of the state of California, which has been recognized by the Internal Revenue Service as exempt from income tax under section 501(c)(3) of the Code, and as such is organized and operated exclusively for charitable, educational, and scientific purposes, not for pecuniary profit, and no part of the net earnings of the Corporation shall inure to the benefit of any person or non-exempt entity.

**Article II
Definitions**

Section 2.1. Interested Person

Any director, officer, member of a committee with Board-delegated powers, or key employee, as defined below, who has a direct or indirect financial interest, as defined below, is an interested person ("Interested Person").

Section 2.2. Financial Interest

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

- a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

“Compensation” includes direct and indirect remuneration, as well as gifts or favors that are not insubstantial, benefits, perquisites, reimbursements for personal expenses, or entitlements relating to personal uses of property or service rights of the Corporation.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2.3. Key Employee

A person is a “key employee” if he or she meets the three tests set forth for that term in the Glossary to the Instructions to Form 990 Return of Organization Exempt from Income Tax. Those tests generally provide that a key employee is an employee who has (i) reportable compensation from the Corporation and all related organizations, for the calendar year, in excess of \$150,000; (ii) responsibilities similar to officers and directors or manages a discrete segment of the Corporation that represents at least 10% of its activities, assets, income, expenses, or capital budget; and (iii) is one of the 20 employees with the highest reportable compensation from the organization and related organizations for the calendar year.

Article III Conflict Procedures

Section 3.1. Duty to Disclose

In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her financial interest and all material facts to the Board of Directors of the Corporation (the “Board”) or to any special committees with Board-delegated powers (e.g., conflicts or compensation committees) considering the proposed transaction or arrangement.

Section 3.2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the Interested Person, he/she shall excuse himself/herself from the Board or committee meeting while the determination of whether a conflict of interest exists is discussed and voted upon. The remaining Board or committee members shall determine whether a conflict of interest exists.

Section 3.3. Procedures for Addressing the Conflict of Interest

- a. An Interested Person may make a presentation at the Board or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the possible conflict of interest.

- b. The Board or the committee shall undertake, or appoint a disinterested person or committee to undertake, an appropriate due diligence investigation, including an analysis of all material facts related to the possible conflict of interest, collection of data on comparable arrangements or

transactions, and the development and investigation of alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and charitable, educational, and scientific purposes and whether the transaction is fair and reasonable to the Corporation, and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.

Section 3.4. Violations of the Conflict of Interest Policy

a. If the Board or committee has reasonable cause to believe that a director, officer, or key employee has failed to disclose an actual or possible conflict of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

b. After hearing the response of such person and making such further investigation as may be warranted under the circumstances, if the Board or committee determines that the director, officer, or key employee is an Interested Person and has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action. Prompt corrective action must be required in order to avoid the second-tier penalty tax under section 4958 of the Code and other additional liability and must include full restitution to the Corporation.

Article IV Records of Proceedings

Section 4.1. The minutes of the Board and any special committee with Board-delegated powers shall contain the following:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest exists.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Article V Compensation Procedures

Section 5.1. No Interested Person shall vote on any matter relating to his or her compensation, irrespective of whether said compensation is received directly or indirectly from the Corporation. No Interested Person, however, is prohibited from providing information to the Board or a

committee regarding compensation, including factual data on comparable compensation for comparable services or the reasonableness of the proposed compensation.

Section 5.2. The Corporation shall endeavor to ensure that all compensation arrangements affecting Interested Persons are objectively reasonable, based on the relevant market for persons of comparable skills, training, education and experience and performing similar duties for comparable organizations under similar conditions and circumstances. The Corporation shall consider and give due weight to studies published by third parties regarding rates of compensation whenever and, to the extent that, such studies are reliable, comparable and available.

Article VI Annual Statements

Section 6.1. Each director, officer, member of a committee with Board-delegated powers, and key employee shall annually sign a statement which affirms that such person:

- a. has received a copy of this Policy of the Corporation,
- b. has read and understands this Policy,
- c. has agreed to comply with this Policy, and
- d. understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its stated charitable, educational, and scientific purposes and do not result in private inurement or unreasonable or excessive economic benefit to private individuals or entities.

Article VII Periodic Reviews

Section 7.1. To ensure that the Corporation operates in a manner consistent with its charitable, educational, and scientific purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation shall conduct periodic reviews of its compensation arrangements and any other transactions or arrangements that may provide a financial interest to any Interested Person. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements are reasonable,
- b. Whether transactions of the Corporation result in private inurement or impermissible private benefit,
- c. Whether transactions and arrangements with third parties conform to written policies, including this Policy, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable, educational, and scientific purposes, and do not result in private inurement or impermissible private benefit, and
- d. Whether the Corporation's expense reimbursement procedures are adequate in terms of required documentation, whether persons seeking reimbursement are complying with these

procedures, and whether such expenses relate to furthering the Corporation's charitable, educational, and scientific purposes and do not result in private inurement or impermissible private benefit.

Article VIII
Use of Outside Experts

Section 8.1. In determining whether a conflict of interest exists, determining compensation or conducting the periodic reviews required by this Policy, the Corporation may, but need not, use outside advisors and consultants. If outside experts are used, their use shall be documented, but shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted in accordance with this Policy.

Adopted by the Board of Directors of Inspire Charter School – Los Angeles, on May ____, 2017, effective immediately.

AGREEMENT TO COMPLY
WITH
CONFLICT OF INTEREST POLICY

I, a director, officer, member of a committee with Board-delegated powers, or key employee, hereby state that I have received a copy of the Conflict of Interest Policy of Inspire Charter School – Los Angeles, have read it and understand it, and hereby agree to comply with this Policy. I understand that I will engage only in activities to further the charitable, educational, and scientific purposes of this Corporation, which will not result in private inurement, unreasonable private benefit, or acts of self-dealing.

Signature: _____

Print name: _____

Date: _____

Appendix D

2018-2019 School Calendar

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	


September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Staff Professional Development						
* Staff Retreat Aug 1-3						
Sep- Jun at least once per month						

 School Closed

Inspire Charter School

School Year Dates

Jul 02	School Begins A
Aug 20	School Begins B
Sep 04	School Begins C
Nov 29	End of 1st Semester A
Jan 18	End of 1st Semester B/C
Jun 12	Last Day of School A/B/C


Calendar A: 07/02-06/12
Calendar B: 08/20-06/12
Calendar C: 09/04-06/12

Holidays

Jul 4	Independence Day
Sep 3	Labor Day
Oct 8	Columbus Day
Nov 12	Veterans Day
Nov 19-23	Thanksgiving Break
Dec 17-Jan 04	Winter Break
Jan 21	Martin Luther King Day
Feb 15	Lincoln's Birthday
Feb 18	Washington's Birthday
Mar 25-29	Spring Break
May 27	Memorial Day

School Accountability

Attendance Logs due every Learning Period
Work Records due twice a Semester
Student Conferences every Learning Period

 Teacher In-service

January 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						


April 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Assessment Windows

PFT: Feb- March at various locations
*SBAC: April- May at various locations

 First & Last Day of School

Appendix E

Course Descriptions

Middle School

6th Grade Courses

6th Grade Language Arts/English

This course is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English. After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers. The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards

6th Grade Math

This research-based course focuses on computational fluency, conceptual understanding, and problem solving and expands more deeply into concepts of geometry, algebra, and statistics. The course also features new graphics and learning tools. Students solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative numbers and work with problems addressing net gains and losses. Students solve problems involving ratios, proportions, and percents with an emphasis on both unit rates and constant rates, as well as problems involving direct variation. They learn multiple representations for communicating information, such as graphs on the coordinate plane, measures of center with statistical data, and a variety of data displays. This course also includes standards-based tasks, digital literacy skills, and multiple question types for assessments.

6th Grade Science/Earth Science

The Earth Science curriculum builds on the natural curiosity of students. By connecting them to the beauty of geological history, the amazing landforms around the globe, the nature of the sea and air, and the newest discoveries about our universe, it gives students an opportunity to relate to their everyday world. Students will explore topics such as:

- Fundamentals of geology, oceanography, meteorology, and astronomy
- Earth's minerals and rocks
- Earth's interior
- Plate tectonics, earthquakes, volcanoes, and the movements of continents

- Geology and the fossil record
- Oceans and the atmosphere
- The solar system

Advanced Earth Science

The Earth Science curriculum presents the fundamentals of geology, oceanography, meteorology, and astronomy. Students explore amazing landforms around the globe, the nature of the sea and air, the wonders of geological history, and recent discoveries about our universe. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Mapping and maps of the earth
- Minerals
- Rocks
- The interior of the earth
- Plate tectonics and continental drift
- Forces that shape the surface of the earth
- Fossils and their importance
- Oceans
- Weather and climate
- Resources, renewable and nonrenewable

6th Grade History

This course surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component of this course. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

7th Grade Courses

7th Grade Language Arts/English

This course continues the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (formal) English. Students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers. The Grammar, Usage, and Mechanics program addresses many grammatical topics. This course sharpens reading comprehension skills, engages students in literary analysis, and offers a variety of literature to suit diverse tastes. This course addresses current thinking in assessment standards.

Math

The course begins by developing an understanding of operations with rational numbers, which is applied to working with algebraic expressions and linear equations. This course also helps students develop understanding of proportional relationships and the use of these relationships to solve problems. Geometry topics focus on constructions of two-dimensional figures; properties of circles; scale factors; and problems involving area, surface area, and volume. Finally, students use the tools of probability and statistics to solve basic probability problems and to make inferences based on population samples. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra.

7th Grade Science/Life Science

The Life Science program invites students to investigate the world of living things—at levels both large and small—by reading, observing, and experimenting with aspects of life on earth. Students explore an amazing variety of organisms, the complex workings of the cell, the relationship between living things and their environments, and discoveries in the world of modern genetics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods.

Students will study a variety of topics in biology, including:

- The chemical building blocks of life
- Fundamentals of ecology and life's environments
- The biology of organisms from bacteria to mammals
- The life processes of plants

- The variety of cell structure and how cells perform the tasks necessary for life
- Fundamentals of genetics

7th Grade Advanced Life Science

Advanced Life Science is a rigorous middle school course, conceived for the student who loves biology and is ready for an extra challenge. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will explore topics such as:

- Life on earth (including chemistry of life)
- Ecology
- History of life on earth
- Prokaryotes and other microorganisms
- Survey of the groups of animals
- Systems of organisms
- Plants: structure and function
- Cell structure and function
- Cellular respiration and other processes in the cell
- Cell division
- Genetics and gene expression

7th Grade History

Continuing a survey of World History from prehistoric to modern times, online lessons and assessments, this course focuses on the story of the past from the fourteenth century to 1917 and the beginning of World War I. The course is organized chronologically and, within broad eras, regionally. Lessons explore developments in religion, philosophy, the arts, and science and technology.

The course introduces geography concepts and skills as they appear in the context of the historical narrative. Major topics of study include:

- The cultural rebirth of Europe in the Renaissance
- The Reformation and Counter-Reformation
- The rise of Islamic empires
- Changing civilizations in China, Japan, and Russia
- The Age of Exploration, and the civilizations that had been flourishing in the Americas for hundreds of years prior to encounters with Europeans
- The changes that came with the Scientific Revolution and the Enlightenment

- Democratic revolutions of the eighteenth and nineteenth centuries
- The Industrial Revolution and its consequences
- Nineteenth century nationalism and imperialism
- The remarkable transformations in communications and society at the turn of the twentieth century

8th Grade Courses

8th Grade Language Arts/English

Throughout this course, students engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The course is organized in four programs: Literature; Composition; Grammar, Usage, and Mechanics; and Vocabulary. In Composition, students continue to sharpen their skills by writing essays in various genres. In Literature, students read “what’s between the lines” to interpret literature, and they go beyond the book to discover how the culture in which a work of literature was created contributes to the themes and ideas it conveys. Students also read and study a variety of nonfiction works. This course addresses current thinking in assessment standards.

8th Grade Math

The course begins with properties of numbers, including exponents, as well as measurement and precision with scientific notation. After using transformations to solve linear equations with one variable, the course presents linear equations and systems with two variables. The course emphasizes modeling with linear relationships, including the use of linear functions to model relationships between bivariate statistical data. Geometry topics include distances, angles, similarity, and congruence with two-dimensional figures and volumes of three-dimensional figures. Finally, students use irrational numbers and the Pythagorean Theorem to solve mathematical and real-world problems. This course aligns to national standards and is designed to focus on critical skills and knowledge needed for success in further mathematical studies, including high school algebra. After completing this course, students will be ready to take Algebra I in high school.

8th Grade Science/Physical Science

The Physical Science course presents the fundamentals of physics and chemistry. Students explore the amazing universe we live in, including motion, energy, the nature of matter and atoms, how chemicals mix and react, and the forces that hold the universe together.

Among other subjects, students study:

- Structure of atoms
- Elements and the Periodic Table
- Chemical reactions
- Forces, including gravitational, motion, acceleration, and mass
- Energy, including light, thermal, electricity, and magnetism

8th Grade Advanced Physical Science

Advanced Physical Science is a rigorous middle school course, conceived for the enthusiastic science student who is ready for an extra challenge. Students learn about the physical world and tackle topics such as matter, energy, atoms, motion, thermodynamics and other aspects of chemistry and physics. Practical, hands-on lesson activities help students discover how scientists investigate the living world. Students perform laboratory activities and a full unit investigation to learn about the application of scientific methods. Students will study:

- Problem solving in chemistry and physics
- Matter and its properties
- Chemistry, from atoms to chemical reactions
- Motion, including harmonics and projectiles
- Forces and Newton's Laws of Motion
- Types of energy
- Laws of thermodynamics
- Light and sound
- Electricity and magnetism

8th Grade History

This course takes students from the westward movement of the late 1800s to the present. Lessons integrate topics in geography, civics, and economics. The course guides students through critical episodes in the story of America. Students examine the impact of the settlement of the American West; investigate the social, political, and economic changes that resulted from industrialization; explore the changing role of the U.S. in international affairs from the late 19th century through the end of the Cold War; and trace major events and trends in the United States from the Cold War through the first decade of the twenty-first century.

High School Curriculum

English/Language Arts Courses

English Language Arts 9

Length: Two Semesters

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

English Language Arts 9 Honors

Length: Two Semesters

Introduction to Literature and Composition covers literature study, reading, writing, and language. Students explore literature from around the world, including the following genres: short story, poetry, memoir, autobiography, drama, and epic. They read examples of informational writing, such as a letter, Web site, magazine article, newspaper article, speech, editorial, and movie or book review. Along the way, they acquire and practice reading skills and strategies that are directly applicable to these literary and informational reading materials. In addition, students develop and practice writing and language skills. They employ the writing process to create narrative, expository, and persuasive compositions. They also learn to create and evaluate media presentations and oral presentations and to fine-tune their listening skills.

The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 10

Length: Two Semesters

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

English Language Arts 10 Honors

Length: Two Semesters

Critical Reading and Effective Writing offers a balanced curriculum that develops both academic and life skills. Concepts are presented in creative and lively ways that reinforce learning goals and engage students. Literary selections include short fiction and poetry from around the globe, Shakespearean and modern drama, and contemporary novels. Nonfiction selections feature historical correspondence, diaries, logs, and famous courtroom arguments. Life reading skills target forms, applications, and work-related communication. Throughout both semesters, students build active reading strategies as they question, predict, clarify, and evaluate events and ideas presented in text.

The writing program builds confidence in young writers by targeting control of organization, effective sentences, and word choice. Students compose using the writing process. Grammar

review and vocabulary development are included in every unit. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 11

Length: Two Semesters

American Literature is a literature and composition course offering organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular class content. The course builds literary and communication skills, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They learn and practice workplace communication skills in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 11 Honors

Length: Two Semesters

American Literature is a general studies program in literature and composition, organized as a survey of American literature. It can stand alone as a complete year of general study in English without a specific prerequisite, but its modular design allows flexibility in how the program is used in the classroom; teachers may use a single unit, lesson, or activity to supplement regular

class content. American Literature expands upon and deepens understanding of literary and communication skills covered in Critical Reading and Effective Writing, including reading, writing, language appreciation and aesthetics, listening and speaking, viewing and representing, and research.

Within these general topic areas, special emphasis is placed on writing expository, research, and creative compositions; honing critical and analytic skills through close readings of literary, historical, expository, and functional documents; using context strategies and an understanding of etymology to build vocabulary; and practicing communication skills in online discussions.

Reading selections cover a variety of genres and voices in literature and expository prose. Students read a survey of American literature from colonial to contemporary eras. They are encouraged to respond critically and personally to these works and to use them as a context for thinking about the unique and universal aspects of culture. They learn and practice skills for workplace communication in special activities. Finally, students practice gathering, evaluating, synthesizing, presenting, and documenting information in a unit dedicated to writing research reports. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 12

Length: Two Semesters

British and World Literature is a streamlined survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so.

Summaries and annotations support fluency and comprehension of all reading material. Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and

study skills. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

English Language Arts 12 - Honors

Length: Two Semesters

British and World Literature offers a survey of British literature that illustrates the origins of English-language literature and reflects its reach beyond the British Isles. The course is standards-based. Each activity correlates to state standards in six core areas: reading, writing, language (appreciation and aesthetics), listening and speaking, viewing and representing (including media literacy), and research. The course gives students meaningful practice in fundamental literacy skills while introducing them to classics of British and world literature. Throughout the course, students are encouraged to think and respond independently, critically, and creatively to the subject matter, whether it's a work of literature, a piece of nonfiction writing, or a media work. The course emboldens students to approach these works — both on their own terms and within a larger context — while providing them with the tools and encouragement they need in order to do so. The content is based on the National Council of Teachers of English (NCTE) standards and is aligned to state standards.

AP English Language and Composition

Length: Two Semesters

In AP* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

AP English Literature and Composition

Length: Two Semesters

AP* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading

comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition. This course has been authorized by the College Board to use the AP designation.

English Electives

Expository Reading and Writing

Length: One Semester

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

Literacy and Comprehension I

Length: One Semester

This course is one of two intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self-evaluation strategies built into these courses inspire students to take control of their learning.

Math Courses

Algebra 1

Length: Two Semesters

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Geometry

Length: Two Semesters

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their

understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Algebra II

Length: Two Semesters

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for Mathematics.

Precalculus

Length: Two Semesters

Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers.

Within each Pre-calculus lesson, students are supplied with a post-study Checkup activity that provides them the opportunity to hone their computational skills by working through a low-stakes problem set before moving on to formal assessment. Unit-level Pre-calculus assessments include a computer-scored test and a scaffolded, teacher-scored test. The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Concepts in Probability and Statistics

Length: Two Semesters

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their understanding of key ideas and solution strategies, and extend their knowledge through a variety of problem-solving applications.

Course topics include types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The basic connection between geometry and probability is also explored.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English. The content is based on

the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

AP Calculus AB

Length: Two Semesters

In AP* Calculus AB, students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena. The equivalent of an introductory college-level calculus course, AP Calculus AB prepares students for the AP exam and further studies in science, engineering, and mathematics. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Math Electives

Pre-Algebra

Length: Two Semesters

This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet algebra ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Personal Finance

Length: One Semester

Mathematics of Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

Students then extend their investigations using more advanced mathematics, such as systems of equations (when studying cost and profit issues) and exponential functions (when calculating

interest problems). To assist students for whom language presents a barrier to learning or who are not reading at grade level, Mathematics of Personal Finance includes audio resources in both Spanish and English. This course is aligned with state standards as they apply to Mathematics of Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Financial Literacy

Length: One Semester

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English. This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Science Courses

Biology

Length: Two Semesters

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science. The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

AP Biology

Length: Two Semesters

AP* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of life. Students will examine how living systems store, retrieve, transmit, and respond to information and how organisms utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary sources, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning

opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Chemistry

Length: Two Semesters

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

AP Chemistry

Length: Two Semesters

AP* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria,

including acid-base equilibria. The equivalent of an introductory college-level chemistry course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve their performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students also complete several virtual lab studies in which they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material, and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Physics

Length: Two Semesters

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills. The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Science Electives

Psychology

Length: Two Semesters

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as “What is happiness?” Students answer these questions before, during, and after they interact with direct instruction. The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

AP Psychology

Length: Two Semesters

AP* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They will study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam and for further studies in psychology or life sciences. This course has been authorized by the College Board to use the AP designation.

Social Studies Courses

Geography and World Cultures

Length: Two Semesters

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Geography and World Cultures is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Geography and World Cultures is designed as the first course in the social studies sequence. It develops note-taking skills, teaches the basic elements of analytic writing, and introduces students to the close examination of primary documents.

World History

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors World History

Length: Two Semesters

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present.

The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries. Primary source documents, which appear frequently, encourage students to make connections to evidence from the past.

A significant focus of this course is student writing. Students develop confidence in their analytic writing through a sequence of five-paragraph essays and analytic pieces, including document-based questions. Additionally, in a series of web explorations, students use the Internet to gather information for creative writing assignments. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

US History

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives,

and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors US History

Length: Two Semesters

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

Students perfect their ability to use logic and evidence to create persuasive written arguments in five-paragraph essays and in shorter exercises such as document-based questions and analytic discussions. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Economics

Length: One Semester

Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles. The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment

houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Economics

Length: One Semester

Economics is a wide-ranging course that provides an introduction to key economic principles. Students gain an understanding of choices they must make as producers, consumers, investors, and taxpayers. They have ample opportunity to develop their points of view and apply what they learn to the promotion of civic action. Topics include an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

U.S. and Global Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read extensive selections from crucial primary documents and apply those readings to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Government

Length: One Semester

U.S. Government and Politics offers a tightly focused and scaffolded curriculum that uses the perspective of political institutions to explore the history, organization, and functions of the U.S.

government. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It covers the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffold series of analytic assignments and written lesson tests. Students read annotated primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Honors Government

Length: One Semester

U.S. Government and Politics is a vigorous, writing-intensive course that uses the perspective of political institutions to explore the history, organization, and functions of the U.S. government. Students are encouraged to use their knowledge of the structures and processes of governing to develop their own views on current political issues and apply what they have learned to the promotion of civic action. Beginning with basic theories of government, moving to the Declaration of Independence, and continuing to the present day, the course explores the relationship between individual Americans and the governing bodies. It looks closely at the political culture of the country and gains insight into the challenges faced by presidents, congressional representatives, and other political activists. It also covers the roles of political parties, interest groups, the media, and the Supreme Court.

U.S. Government and Politics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a series of analytic assignments and written lesson tests. Students perform frequent close readings of primary documents and apply those documents to the course content. The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

AP US History

Length: Two Semesters

In AP* U.S. History, students investigate the development of American economics, politics, and culture through historical analysis grounded in primary sources, research, and writing. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

Through the examination of historical themes and the application of historical thinking skills, students learn to connect specific people, places, events, and ideas to the larger trends of U.S. history. Critical-reading activities, feedback-rich instruction, and application-oriented assignments hone students' ability to reason chronologically, to interpret historical sources, and to construct well-supported historical arguments. Students write throughout the course, responding to primary and secondary sources through journal entries, essays, and visual presentations of historical content. In discussion activities, students respond to the positions of others while staking and defending claims of their own. Robust scaffolding, rigorous instruction, relevant material, and regular opportunities for active learning ensure that students can achieve mastery of the skills necessary to excel on the AP exam. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

AP Government

Length: One Semester

AP* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board.

Social Studies Electives

Sociology

Length: One Semester

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics. The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

World Languages

Spanish 1

Length: Two Semesters

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Length: Two Semesters

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-

speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Length: Two Semesters

In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

AP Spanish Language and Culture

Length: Two Semesters

AP* Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and

tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. This course has been authorized by the College Board to use the AP designation. *AP is a registered trademark of the College Board

French I

Length: Two Semesters

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Length: Two Semesters

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French III

Length: Two Semesters

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In

addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

German I

Length: Two Semesters

Students begin their introduction to German by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Length: Two Semesters

Students continue their study of German by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and

perspectives of various German-speaking countries, and take frequent assessments where their language progression can be monitored. By semester 2, the course is conducted almost entirely in German. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Electives

Career Planning and Development

Length: One Semester

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In Career Planning and Development, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete Career Planning and Development have the basic skills and foundation of knowledge to progress into Career Planning and Development, the capstone course that provides hands-on information about the transition from high school to college and career. The course is based on the American School Counselors Association National Standards for school counseling programs.

Fine Arts

Art History I

Length: 2 semesters

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics

including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Digital Arts

Length: 1 semester

Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

PE/Health

Physical Education

Length: Two Semesters

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Health

Length: Two Semesters

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Skills for Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Skills for Health build the skills they need to protect, enhance, and promote their own health and the health of others. The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Appendix F

Inspire Charter School
Five-Year Charter School Financial Plan
Fiscal Years 2019-20 to 2023-24

Presented to the Acton-Aqua Dulce Unified School District
July 2018

Overview and Table I

Inspire Charter School submits this financial plan to demonstrate that the proposed charter petition aligns with academically and fiscally sound operations. The plan includes a proposed five-year operational budget, including cash flow and financial projections for the first three years of operations. The plan demonstrates that this proposal is fiscally feasible and that the school's operations are sustainable in both the near and long-term. Specifically, the plan demonstrates that the anticipated revenues available to the school, including state, local and federal funds, are sufficient to support the school's core functions while maintaining positive cash flow and adequate reserves. The plan shows the school achieving a substantial and growing projected ending balance.

The tables in this financial plan provide a detailed overview of the basic assumptions underlying the plan, estimates of the school's revenues and expenditures, a five-year operating budget, and a cash flow projection.

Readers of this document should keep in mind that these financial projections represent a current iteration of an ongoing charter school design and implementation process. The format and specifics of this plan will continue to evolve as the charter approval, school design, and implementation processes unfold. As such, readers should be aware of the following caveats:

- The revenue projections are dependent on changes to California's budget.
- As with any financial plan, the figures and assumptions contained in this plan will necessarily evolve with the school design process, state and federal funding changes, economic and market conditions, and should not be interpreted as "final" school design parameters.

This plan presents a five-year projection beginning when the charter petition would be implemented, starting from July 2019, to show a pattern of long-term viability.

Table I: Five Year Operating Budget*Inspire Charter School*

Year 1	Year 2	Year 3	Year 4	Year 5
2019-20	2020-21	2021-22	2022-23	2023-24

Revenues

State Revenues	\$ 48,568,586	\$ 54,658,882	\$ 62,028,630	\$ 70,296,912	\$ 77,326,601
Federal Revenues	631,208	694,328	763,761	840,137	840,137
Total Revenue	\$ 49,199,794	\$ 55,353,211	\$ 62,792,391	\$ 71,137,049	\$ 78,166,739

Expenditures

1000 - Certificated and Instructional Salaries	\$ 14,963,436	\$ 16,459,780	\$ 18,105,758	\$ 19,916,334	\$ 21,907,967
2000 - Non-Certificated Salaries	1,157,155	1,272,871	1,400,158	1,540,173	1,694,191
3000 - Retirement and Benefits	3,764,174	4,270,587	4,667,326	5,102,876	5,581,046
4000 - Books and Supplies	5,731,033	6,428,125	7,203,536	8,063,223	9,026,389
5000 - Utilities	25,357	28,451	31,922	35,816	40,186
5000 - Operating	15,605,940	16,918,724	18,477,478	20,664,914	23,117,880
5000 - Professional Services	3,738,056	4,192,624	4,721,509	5,315,005	5,902,387
5000 - Facilities	130,485	146,405	164,266	184,306	206,792
Total Expenditures	\$ 45,115,636	\$ 49,717,566	\$ 54,771,952	\$ 60,822,648	\$ 67,476,838

Operating Surplus/Deficit (excludes loans and fundraising)	\$ 4,084,158	\$ 5,635,644	\$ 8,020,440	\$ 10,314,402	\$ 10,689,901
Surplus/Deficit	\$ 4,084,158	\$ 5,635,644	\$ 8,020,440	\$ 10,314,402	\$ 10,689,901
Carry-Forward from PY	85,755	4,169,913	9,805,557	17,825,997	28,140,399
Surplus/Deficit as a % of Total Revenues	0%	8%	16%	25%	36%

BUDGETED ENDING BALANCE	\$ 4,169,913	\$ 9,805,557	\$ 17,825,997	\$ 28,140,399	\$ 38,830,300
As a % of Total Revenues	8%	18%	28%	40%	50%

TOTAL EXPENDITURES PER STUDENT	\$ 8,944	\$ 8,961	\$ 8,975	\$ 9,059	\$ 9,136
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Table II: Student Data Assumptions

Most state and federal school funding formulas are based on the number and types of students served by the school. Table II displays the student data assumptions used to assemble this financial plan.

The financial plan is based on an estimated student population of 5,044 students enrolled in Grades K-12 in 2019-20 growing to 7,386 students in grades K-12 in 2023-24. Enrollment for kindergarten incorporates transitional kindergarten enrollment.

The plan assumes an average daily attendance (ADA) rate of 98 percent.

The plan assumes an unduplicated pupil count based on a rate of 37 percent. It assumes that 37 percent of the school's students will be eligible for free or reduced-price meals pursuant to federal food services guidelines. Finally, the plan assumes that the school will serve a student population consisting of 10 percent English learners.

Table II: Student Data

Assumptions

Inspire Charter School

Year 1	Year 2	Year 3	Year 4	Year 5
2019-20	2020-21	2021-22	2022-23	2023-24

Enrollment By Grade

Kindergarten/TK	581	639	703	773	851
Grade 1	495	544	599	659	725
Grade 2	490	539	593	652	718
Grade 3	449	494	543	598	657
Grade 4	456	502	552	607	668
Grade 5	429	472	519	571	628
Grade 6	444	488	537	591	650
Grade 7	456	502	552	607	668
Grade 8	334	367	404	445	489
Grade 9	333	366	403	443	488
Grade 10	205	225	248	273	300
Grade 11	209	230	253	278	306
Grade 12	163	179	197	217	239
Other Enrollment					
Total Enrollment	5,044	5,548	6,103	6,714	7,386

Daily Attendance Rate

Overall ADA rate	98.0%	98%	98%	98%	98%
ADA Grade K-3	1,975	2,172	2,389	2,628	2,892
ADA Grade 4-6	1,302	1,433	1,576	1,734	1,907
ADA Grade 7-8	774	852	937	1,031	1,134
ADA Grade 9-12	892	981	1,079	1,187	1,306
Overall ADA for all grades	4,943	5,437	5,981	6,580	7,238

Free/Reduced Price Lunch

Free lunch	25%	25%	25%	25%	25%
Reduced lunch	10%	10%	10%	10%	10%
Number of Students	1,765	1,942	2,136	2,350	2,585

English Language Learners

Percentage of Students - ELL	10%	10%	10%	10%	10%
Number of Students	504	555	610	671	739

Unduplicated Pupil Count

Percentage of School Enrollment	37.24%	37.24%	36.34%	36.34%	36.34%
Percentage of District Enrollment	46.69%	46.69%	46.69%	46.69%	46.69%
Cap: Lower of Above Percentages	37.24%	37.24%	36.34%	36.34%	36.34%

Table III: Staffing and Personnel Assumptions

Table III illustrates the basic staffing and personnel-related assumptions in the financial plan. Since staff salaries and benefits constitute the largest expenditures in the budget, these assumptions are important. The major assumptions include the following:

- 25 (or fewer) students per teacher
- A 1.0 FTE Senior Director/Principal, a 1.0 FTE Assistant Principal, 2.0 FTE Regional Coordinators
- A 1.0 FTE Office Manager and increasing amounts of Office Assistants.
- Health, welfare, and mandatory benefits are estimated at approximately 23-35 percent of salary levels to enable the school to provide a basic health insurance benefit averaging \$541/month per employee, participate in STRS or Social Security, and provide mandatory benefits and taxes

While modest, the school believes that in the current labor market these assumptions demonstrate that the school can offer a highly competitive compensation package, enabling it to attract and retain a highly qualified administrative, instructional, and support staff.

Table III: Staffing and Personnel Data

Assumptions

Inspire Charter School

Staff Counts and Ratios

1000 - Certificated and Instructional

Student to Teacher Ratio	24	24	24	25	25
1100 - Teachers	174	188	202	218	235
1100 - Literacy and Math Specialists	17	19	20	22	24
1300 - Senior Director/Principal	1	1	1	1	1
1300 - Assistant Principal	1	1	1	1	1
1300 - Regional Coordinator	2	2	2	2	2
1300 - Director of Development	1	1	1	1	1
1300 - Special Education Director	1	1	1	1	1
1300 - Human Resources	1	1	1	1	1
1300 - Lead Teacher	1	1.5	2	3	4
1200 - Pupil Support	2	2	2	2	2
1100 - SpEd RSP Teacher	23	25	27	30	33
Total Certificated FTE's	224	242	261	282	305
Number of Staff Development Days	9	9	9	9	9

2000 - Non-Certificated

2100 - Instructional Aides	21	21	22	21	22
2100 - Office Manager	1	1	1	1	1
2100 - Office Assistants	4	6	7	10	12
Number of Staff Development Days	9	9	9	9	9

Salary Rate and Benefit Rate Assumptions

1100 - Teachers	\$ 69,413	\$ 70,802	\$ 72,218	\$ 73,662	\$ 75,135
Average Annual Teacher Days Absent	5	5	5	5	5
Substitute Teacher Per Diem	150	150	150	150	150
Teacher Attendance Rate, Development Days	95%	95%	95%	95%	95%
Teacher Per Diem	\$ 100	\$ 103	\$ 120	\$ 125	\$ 130
1100 - Literacy and Math Specialists	\$ 60,000	\$ 61,200	\$ 62,424	\$ 63,672	\$ 64,946
1300 - Senior Director/Principal	\$ 110,000	\$ 112,200	\$ 114,444	\$ 116,733	\$ 119,068
1300 - Assistant Principal	\$ 100,000	\$ 102,000	\$ 104,040	\$ 106,121	\$ 108,243
1300 - Regional Coordinator	\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
1100 - SpEd RSP Teacher	\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
1300 - Director of Development	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419	\$ 99,367
1300 - Special Education Director	\$ 95,000	\$ 96,900	\$ 98,838	\$ 100,815	\$ 102,831
1300 - Human Resources	\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
1300 - Lead Teacher	\$ 91,200	\$ 153,024	\$ 221,084	\$ 295,506	\$ 381,416
1200 - Pupil Support	\$ 39,718	\$ 43,689	\$ 48,058	\$ 52,864	\$ 58,151
2100 - Instructional Aides	\$ 45,000	\$ 45,900	\$ 46,818	\$ 47,754	\$ 48,709
2100 - Office Manager	\$ 41,200	\$ 42,024	\$ 42,864	\$ 43,722	\$ 44,596
2100 - Office Assistants	\$ 20,600	\$ 21,012	\$ 21,432	\$ 21,861	\$ 22,298
3000 - Certificated Retirement, Mandatory Benefits, Health	31.6%	32.1%	32.1%	32.1%	32.1%
3000 - Non-Certificated Retirement, Mandatory Benefits, Health	19.7%	19.2%	19.2%	19.2%	19.2%
3000 - Substitute Teacher Taxes and Mandatory Benefits	11.5%	11.50%	11.50%	11.50%	11.50%

Tables IV and V: Revenue Assumptions

Tables IV and V illustrate the major assumptions that underlie the school's estimated revenues. These assumptions are based on figures supplied by the Charter Schools Development Center (whose projections have been, to date, consistently closest to actual), the Department of Finance, the California Department of Education, and other sources. COLA estimates are based on figures estimated by the Department of Finance and, where no COLA estimates are published, a conservative estimate is used. Some of the major assumptions include the following:

- State revenue projections begin with a three-step calculation to determine the school's anticipated Local Control Funding Formula (LCFF) transition funding. LCFF cost of living adjustment (COLA) rates and gap closure rates are based off the Governor's budget projection from May 2018.
- The plan excludes uncommitted fundraising.

Table IV: Revenue Assumptions

Revenue and Economic Assumptions

Inspire Charter School

	Notes	Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
COLA, state	drives state revenue growth, below	2.57%	2.67%	3.42%	3.26%	0.00%
COLA, federal	drives federal revenue growth, below	0.00%	0.00%	0.00%	0.00%	0.00%
COLA, personnel costs	drives personnel costs increase	2.00%	2.00%	2.00%	2.00%	2.00%
GAP Funding Rate		100.00%	100.00%	100.00%	100.00%	100.00%

State Revenues

Grades K-3 Base Rate (2018-19 Target)	per ADA	7,599	7,802	8,069	8,332	8,332
Grades 4-6 Base Rate (2018-19 Target)	per ADA	7,713	7,919	8,190	8,457	8,457
Grades 7-8 Base Rate (2018-19 Target)	per ADA	7,943	8,155	8,434	8,709	8,709
Grades 9-12 Base Rate (2018-19 Target)	per ADA	9,204	9,450	9,773	10,092	10,092
Grades K-3 Grade Span Rate (2018-19 Target)	per ADA	790	811	839	867	867
Grades 9-12 Grade Span Rate (2018-19 Target)	per ADA	239	246	254	262	262
School's Supplemental Funding Rate (2018-19 Target)	per ADA average	616	617	638	659	659
School's Concentration Funding Rate (2018-19 Target)	per ADA average	-	-	-	-	-
Lottery	per year ADA	194	208	208	208	208
Proposition 39 Facilities program	if applicable	no	no	no	no	no
Mandate Block grant K-8	per ADA	16	16	16	16	16
Mandate Block grant 9-12	per ADA	45	45	45	45	45
SB740 Rent reimbursement program	if > 70% free/reduced price lunch students not eligible	not eligible	not eligible	not eligible	not eligible	not eligible
Special ED AB602, after 3% admin set-aside	per ADA	506	506	506	506	506

Federal Revenues

Special Ed IDEA, after 3% admin set-aside	per ADA	121	121	121	121	121
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Table V: LCFF Revenue Detail

Revenue and Economic Assumptions

Inspire Charter School

PART I - Local Control Funding Formula (LCFF)

LCFF Target Calculation

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
Grades K-3 Base	\$ 15,875,263	\$ 17,929,291	\$ 20,397,154	\$ 23,168,174	\$ 25,484,991
Grades 4-6 Base	\$ 10,954,981	\$ 12,372,325	\$ 14,075,297	\$ 15,987,578	\$ 17,586,336
Grades 7-8 Base	\$ 6,748,017	\$ 7,620,935	\$ 8,669,829	\$ 9,847,771	\$ 10,832,548
Grades 9-12 Base	\$ 6,356,771	\$ 7,179,338	\$ 8,167,200	\$ 9,277,164	\$ 10,204,880
Grades K-3 Grade Span	\$ 1,650,413	\$ 1,863,710	\$ 2,120,858	\$ 2,410,806	\$ 2,651,884
Grades 9-12 Grade Span	\$ 165,065	\$ 186,891	\$ 212,265	\$ 240,846	\$ 264,932
Supplemental Funding	\$ 3,109,578	\$ 3,427,043	\$ 3,898,744	\$ 4,428,562	\$ 4,871,419
Concentration Funding	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF TARGET	\$ 44,860,088	\$ 50,579,534	\$ 57,541,348	\$ 65,360,902	\$ 71,896,990

PART II - LCFF TRANSITION

Transition Base Funding Calculation

DOF 2013-14 "Compromise Proposal" Base * CY ADA	\$ 58,517,341	\$ 64,364,435	\$ 70,803,198	\$ 77,891,639	\$ 85,687,764
Beginning in 2014-15, prior year LCFF gap funding per ADA * C	\$ -	\$ -	\$ -	\$ -	\$ -
TRANSITION BASE FUNDING	\$ 58,517,341	\$ 64,364,435	\$ 70,803,198	\$ 77,891,639	\$ 85,687,764

LCFF Transition Funding Calculation

LCFF Target	\$ 44,860,088	\$ 50,579,534	\$ 57,541,348	\$ 65,360,902	\$ 71,896,990
TRANSITION BASE FUNDING	\$ 58,517,341	\$ 64,364,435	\$ 70,803,198	\$ 77,891,639	\$ 85,687,764
Difference or GAP	\$ -	\$ -	\$ -	\$ -	\$ -
Multiply difference by GAP Funding rate	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF TRANSITION FUNDING	\$ 44,860,088	\$ 50,579,534	\$ 57,541,348	\$ 65,360,902	\$ 71,896,990
LCFF TRANSITION FUNDING PER ADA	\$ 8,884	\$ 9,106	\$ 9,417	\$ 9,725	\$ 9,725

Tables VI through IX

The data in these tables display the arithmetic results of the projection factors illustrated in the assumptions in Tables II through IV. Specifically, these tables illustrate the following:

- Table VI displays estimated total revenues, by source, over the five-year projection, including state, federal, lottery, and grant income.
- Table VII displays estimated expenditures on staffing and personnel, including salaries, benefits, and other costs.
- Tables VIII and IX display estimated expenditures for supplies, utilities, services/operating costs, and facilities. Notes on specific expenditure items:

The data in Tables VI through IX sum to the totals in Table I, which summarize and display the school's overall fiscal picture.

Table VI: Revenues

*State, Federal and Fundraising
Inspire Charter School*

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
State Revenue					
General Purpose	\$ 44,860,089	\$ 50,579,535	\$ 57,541,348	\$ 65,360,902	\$ 71,896,990
Lottery	979,634	1,077,598	1,185,357	1,303,893	1,434,282
Mandated Block Grant	92,941	102,235	112,458	123,704	136,075
SB740 Rent reimbursement program	not eligible	not eligible	not eligible	not eligible	not eligible
Special ED AB602, after 3% admin set-aside	2,635,923	2,899,515	3,189,466	3,508,413	3,859,254
Subtotal State Revenues	\$ 48,568,586	\$ 54,658,882	\$ 62,028,630	\$ 70,296,912	\$ 77,326,601
Federal Revenue					
Special Ed IDEA, after 3% admin set-aside	\$ 631,208	\$ 694,328	\$ 763,761	\$ 840,137	\$ 840,137
Subtotal State Revenues	\$ 631,208	\$ 694,328	\$ 763,761	\$ 840,137	\$ 840,137
TOTAL REVENUES	\$ 49,199,794	\$ 55,353,211	\$ 62,792,391	\$ 71,137,049	\$ 78,166,739

Table VII: Personnel Expenditures

Personnel and Staffing

Inspire Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
1100 - Teachers					
1100 - Teachers	\$ 9,247,619	\$ 10,168,181	\$ 11,191,323	\$ 12,258,748	\$ 13,448,435
1100 - Substitute Teachers	\$ 181,167	\$ 199,283	\$ 219,212	\$ 241,133	\$ 265,246
Teachers, Staff Development	\$ 110,000	\$ 112,200	\$ 114,444	\$ 116,733	\$ 119,068
1100 - Literacy and Math Specialists	\$ 1,043,988	\$ 1,148,387	\$ 1,263,226	\$ 1,389,548	\$ 1,528,503
1300 - Senoir Director/Principal	\$ 110,000	\$ 112,200	\$ 114,444	\$ 116,733	\$ 119,068
1300 - Assistant Principal	\$ 100,000	\$ 102,000	\$ 104,040	\$ 106,121	\$ 108,243
1300 - Regional Coordinator	\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
1300 - Director of Development	\$ 91,800	\$ 93,636	\$ 95,509	\$ 97,419	\$ 99,367
1300 - Special Education Director	\$ 95,000	\$ 96,900	\$ 98,838	\$ 100,815	\$ 102,831
1300 - Human Resources	\$ 85,000	\$ 86,700	\$ 88,434	\$ 90,203	\$ 92,007
1300 - Lead Teacher	\$ 91,200	\$ 153,024	\$ 221,084	\$ 295,506	\$ 381,416
1100 - Sped RSP Teacher	\$ 1,495,000	\$ 1,657,500	\$ 1,825,902	\$ 2,069,356	\$ 2,321,817
1200 - Pupil Support	\$ 79,435	\$ 87,379	\$ 96,117	\$ 105,729	\$ 116,301
Certificated Staff Development	\$ 90,000	\$ 91,640	\$ 94,297	\$ 98,589	\$ 100,208
Subtotal Certificated and Instructional Salaries	\$ 12,905,209	\$ 14,195,730	\$ 15,615,303	\$ 17,176,834	\$ 18,894,517

2000 - Non-Certificated Salaries

2300 - Office Manager	\$ 41,200	\$ 42,024	\$ 42,864	\$ 43,722	\$ 44,596
2300 - Office Assistants	\$ 20,600	\$ 21,012	\$ 21,432	\$ 21,861	\$ 22,298
2100 - Instructional Aides	\$ 1,095,355	\$ 1,209,835	\$ 1,335,861	\$ 1,474,591	\$ 1,627,296
Subtotal Non-Certificated Salaries	\$ 1,157,155	\$ 1,272,871	\$ 1,400,158	\$ 1,540,173	\$ 1,694,191

TOTAL ALL SALARIES	\$ 14,062,364	\$ 15,468,601	\$ 17,015,461	\$ 18,717,007	\$ 20,588,708
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3000 - Retirements and Benefits

Certificated Retirements & Benefits	\$ 3,013,379	\$ 3,964,039	\$ 4,332,299	\$ 4,736,585	\$ 5,180,432
Non-Certificated Retirements & Benefits	\$ 270,197	\$ 306,548	\$ 335,026	\$ 366,290	\$ 400,614
Substitute Teacher Benefits	\$ 480,598	\$ -	\$ -	\$ -	\$ -
Subtotal Retirement, Benefits and Taxes	\$ 3,764,174	\$ 4,270,587	\$ 4,667,326	\$ 5,102,876	\$ 5,581,046

TOTAL ALL SALARIES AND BENEFITS	\$ 17,826,538	\$ 19,739,188	\$ 21,682,786	\$ 23,819,883	\$ 26,169,753
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Table VIII: Expenditures

Assumptions

Inspire Charter School

		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Notes						
4000 - Books and Supplies						
4100 - Replacement Textbooks	per Enrolled Student	31	31	32	33	33
4200 - Instructional Books Other Than Textbooks	per Enrolled Student	150	153	156	159	162
4300 - Instructional Materials and Supplies	per Enrolled Student	847	864	881	898	916
4400 - Noncapitalized equipment	per Enrolled Student	109	111	111	111	110
4500 - Other Supplies	per Enrolled Student	44	45	46	47	48
4500 - Postage and Shipping	per Enrolled Student	12	12	12	12	13
4500 - Meeting Support, Food	per Enrolled Student	1	1	1	1	1
4500 - Meeting Support, Printing	per Enrolled Student	2	2	2	2	3
5000 - Utilities						
5500 - Electricity	Included in lease	16,482	18,493	20,749	23,281	26,121
5500 - Gas / Propane	Included in lease	6,339	7,113	7,980	8,954	10,046
5500 - Water	Estimated annual	2,536	2,845	3,192	3,582	4,019
5500 - Telephone and Internet	Estimated annual	281,622	315,980	354,529	397,782	446,311
5000 - Operating						
5200 - Travel and Conferences	Estimated annual	92,004	103,228	115,822	129,953	145,807
5300 - Dues and Memberships	Estimated annual	79,774	89,507	100,426	112,678	126,425
5400 - Insurance	Estimated annual	53,295	59,797	67,092	75,277	84,461
5500 - Office Cleaning Services	Estimated annual	27,152	30,465	34,182	38,352	43,031
5500 - Other Charges	Estimated annual	665,424	688,254	712,703	738,944	767,172
5600 - Copier and Office Equipment Lease	Estimated annual	55,427	62,189	69,776	78,289	87,840
5800 - Printing and Reproduction	Estimated annual	11,790	13,229	14,843	16,653	18,685
5800 - Staff Training and Development	per Teacher	100	200	300	300	300
5800 - Student Testing and Assessments	per Enrolled Student	15	15	15	15	15
5800 - Instructional Services	per Enrolled Student	2,301	2,347	2,394	2,441	2,490
5800 - Student Data Software	Estimated annual	2,250	6,750	9,000	11,250	13,500
5800 - Technology	Annual, for ongoing updates	100,000	100,000	200,000	200,000	200,000
5000 - Professional Services						
5100 - Legal	Estimated annual	89,148	90,931	92,750	94,605	96,497
5100 - Audit	Estimated annual	9,894	10,092	10,294	10,500	10,710
5100 - Other Professional Services	Estimated annual	269,280	302,132	338,992	380,349	426,752
Special Education services	per Enrolled Student	306	312	318	325	331
Factoring Transaction fees	% of Receivables sold	24%	10%	0%	0%	0%
District Oversight Charges	% of General Purpose and Cat. Bldg	3.50%	3.50%	3.50%	3.50%	3.50%
5100 - Business services	% of all Revenue	1.75%	1.75%	1.75%	1.75%	1.75%
5000 - Facilities						
5600 - Rent	Estimated annual	68,944	77,355	86,793	97,382	109,262
5600 - Repairs and Equipment Replacement	Estimated annual	6,114	6,860	7,697	8,636	9,690
5800 - Security Services	Estimated annual	13,801	15,484	17,373	19,493	21,871

Table IX: Operating Expenditures
Supplies, Utilities, Operating, Service and Facilities
Inspire Charter School

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24
4000 - Books and Supplies					
4100 - Replacement Textbooks	\$ 155,663	\$ 174,654	\$ 195,962	\$ 219,869	\$ 246,693
4200 - Instructional Books Other Than Textbooks	756,866	849,203	952,806	1,069,048	1,199,472
4300 - Instructional Materials and Supplies	4,269,802	4,790,718	5,375,185	6,030,958	6,766,735
4400 - Noncapitalized equipment	448,702	513,550	479,583	543,348	613,490
4500 - Other Supplies	224,400	251,777	282,494	316,958	355,627
4500 - Postage and Shipping	59,017	66,217	74,296	83,360	93,530
Subtotal, Books and Supplies	\$ 5,914,450	\$ 6,646,119	\$ 7,360,326	\$ 8,263,541	\$ 9,275,546
5000 - Utilities					
5500 - Electricity	\$ 16,482	\$ 18,493	\$ 20,749	\$ 23,281	\$ 26,121
5500 - Gas / Propane	6,339	7,113	7,980	8,954	10,046
5500 - Water	2,536	2,845	3,192	3,582	4,019
5500 - Telephone and Internet	281,622	315,980	354,529	397,782	446,311
Subtotal, Utilities	\$ 306,979	\$ 344,431	\$ 386,451	\$ 433,598	\$ 486,497
5000 - Operating					
5200 - Travel and Conferences	\$ 92,004	\$ 103,228	\$ 115,822	\$ 129,953	\$ 145,807
5300 - Dues and Memberships	79,774	89,507	100,426	112,678	126,425
5400 - Insurance	53,295	59,797	67,092	75,277	84,461
5500 - Office Cleaning Services	27,152	30,465	34,182	38,352	43,031
5500 - Other Charges	723,799	747,797	773,436	800,891	830,358
5600 - Copier and Office Equipment Lease	55,427	62,189	69,776	78,289	87,840
5800 - Printing and Reproduction	11,790	13,229	14,843	16,653	18,685
5800 - Staff Training and Development	40,168	45,068	50,566	56,735	63,657
5800 - Student Testing and Assessments	75,660	83,220	91,545	100,710	110,790
5800 - Instructional Services	11,605,737	13,019,081	14,607,811	16,390,815	18,391,824
5800 - Student Data Software	2,250	6,750	9,000	11,250	13,500
5800 - Technology	100,000	100,000	200,000	200,000	200,000
Subtotal, Operating	\$ 12,867,056	\$ 14,360,331	\$ 16,134,499	\$ 18,011,604	\$ 20,116,378
5000 - Professional Services					
5100 - Legal	\$ 89,148	\$ 90,931	\$ 92,750	\$ 94,605	\$ 96,497
5100 - Audit	9,894	10,092	10,294	10,500	10,710
5100 - Other Professional Services	269,280	302,132	338,992	380,349	426,752
Special Education services	1,543,030	1,731,280	1,942,496	2,179,480	2,445,377
Factoring Transaction fees	819,000	392,000	-	-	-
District Oversight Charges	1,570,103	1,770,284	2,013,947	2,287,632	2,516,395
5100 - Business services	1,761,987	1,976,949	2,218,137	2,488,750	2,792,377
Subtotal, Services	\$ 6,062,442	\$ 6,273,668	\$ 6,616,616	\$ 7,441,315	\$ 8,288,107
5000 - Facilities					
5600 - Rent	\$ 68,944	\$ 77,355	\$ 86,793	\$ 97,382	\$ 109,262
5600 - Repairs and Equipment Replacement	6,114	6,860	7,697	8,636	9,690
5800 - Security Services	13,801	15,484	17,373	19,493	21,871
Subtotal, Facilities	\$ 88,859	\$ 99,700	\$ 111,863	\$ 125,511	\$ 140,823
TOTAL OPERATING EXPENDITURES	\$ 25,239,786	\$ 27,724,248	\$ 30,609,755	\$ 34,275,570	\$ 38,307,352

Tables X-XII: Cash Flow

Though Table I illustrates that the school can be a viable, "going concern" from an annual budgetary perspective, it is also important to ensure that the school is able to meet its cash flow requirements. Tables X-XII illustrate that the school can maintain a positive cash flow position. The projection uses differentiated cash flow schedules as applicable to revenues generated by new ADA, ADA from new grade levels, and ADA from expanded grade levels.

Table X: Cash Flow For Year 1

Monthly Summary
 2019-20

	Annual Amount 2019-20	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Accrual Months
REVENUES														
State Revenues	\$ 48,568,586	\$ 78,393	\$ 2,210,401	\$ 2,158,139	\$ 4,030,561	\$ 3,801,031	\$ 3,893,972	\$ 4,275,469	\$ 3,879,424	\$ 4,609,411	\$ 5,152,709	\$ 4,609,411	\$ 4,609,411	\$ 5,260,253
Federal Revenues	631,208	-	28,691	28,691	51,644	51,644	51,644	51,644	51,644	63,121	63,121	63,121	63,121	63,121
TOTAL REVENUES	\$ 49,199,794	\$ 78,393	\$ 2,239,092	\$ 2,186,830	\$ 4,082,205	\$ 3,852,675	\$ 3,945,616	\$ 4,327,114	\$ 3,931,068	\$ 4,672,532	\$ 5,215,830	\$ 4,672,532	\$ 4,672,532	\$ 5,323,374
		0%	5%	4%	8%	8%	8%	9%	8%	9%	11%	9%	9%	11%
Accounts Receivable	290,917	4,799,102	-	-	-	-	560,440	254,750	-	-	-	-	-	(5,323,374)
EXPENDITURES														
1000 - Certificated and Instructional Salaries	\$ 14,963,436	\$ 1,103,828	\$ 1,103,828	\$ 1,219,515	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ 1,281,807	\$ -
2000 - Non-Certificated Salaries	1,157,155	96,430	96,430	96,430	96,430	96,430	96,430	96,430	96,430	96,430	96,430	96,430	96,430	-
3000 - Retirement and Benefits	3,764,174	280,322	280,322	304,593	317,662	317,662	317,662	337,652	332,654	322,659	317,662	317,662	317,662	-
4000 - Books and Supplies	18,965,938	797,040	1,853,570	2,278,882	2,352,791	1,958,122	1,063,101	1,741,779	1,170,951	1,371,306	1,409,751	1,220,102	1,261,782	486,759
5000 - Utilities	25,357	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	2,113	-
5000 - Operating	2,312,660	315,678	200,250	254,845	181,714	195,714	199,519	140,331	163,033	157,497	163,151	131,608	137,737	71,582
5000 - Professional Services	3,738,056	16,681	144,025	181,679	281,627	269,302	281,022	302,812	276,913	391,534	432,353	378,750	398,853	382,504
5000 - Facilities	130,485	10,874	10,874	10,874	10,874	10,874	10,874	10,874	10,874	10,874	10,874	10,874	10,874	-
6900 - Depreciation	58,375	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	4,865	-
TOTAL EXPENDITURES	\$ 45,115,636	\$ 2,627,830	\$ 3,696,276	\$ 4,353,794	\$ 4,529,883	\$ 4,136,889	\$ 3,257,393	\$ 3,918,662	\$ 3,339,639	\$ 3,639,085	\$ 3,719,005	\$ 3,444,210	\$ 3,512,122	\$ 940,846
		6%	8%	10%	10%	9%	7%	9%	7%	8%	8%	8%	8%	2%
Accounts Payable	25,159	(915,687)	-	-	-	-	-	-	-	-	-	-	-	940,846
MONTHLY SURPLUS/(DEFICIT)	\$ 4,084,158	\$ (2,549,437)	\$(1,457,184)	\$(2,166,964)	\$ (447,678)	\$(284,214)	\$ 688,223	\$ 408,452	\$ 591,429	\$ 1,033,447	\$ 1,496,824	\$ 1,228,322	\$ 1,160,410	\$ 4,382,528
MONTHLY FUND BALANCE		\$ (2,549,437)	\$(4,006,621)	\$(6,173,585)	\$(6,621,263)	\$(6,905,477)	\$(6,217,254)	\$(5,808,802)	\$ (5,217,373)	\$(4,183,927)	\$(2,687,102)	\$(1,458,780)	\$ (298,370)	
BALANCE AS A % OF MONTHLY EXPENDITURES		-97%	-108%	-142%	-146%	-167%	-191%	-148%	-156%	-115%	-72%	-42%	-8%	
Net Factoring	(878,225)	(578,225)	1,600,000	2,300,000	1,100,000	1,300,000	1,300,000	100,000	500,000	(2,000,000)	(2,700,000)	(1,900,000)	(1,900,000)	
Carryforward from previous year:	\$ 22,269													
PROJECTED BANK BALANCE	\$ 22,269	\$ 782,885	\$ 930,566	\$ 1,068,466	\$ 1,725,653	\$ 2,746,304	\$ 5,299,831	\$ 6,067,897	\$ 7,164,191	\$ 6,202,502	\$ 5,004,191	\$ 4,337,378	\$ 3,602,652	

Table XI: Cash Flow For Year 2**Monthly Summary****2020-21**

	Annual Amount 2020-21	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Accrual Months
REVENUES														
State Revenues	\$ 54,658,882	\$ 86,232	\$ 2,487,506	\$ 2,430,018	\$ 4,534,535	\$ 4,282,052	\$ 4,384,286	\$ 4,803,934	\$ 4,368,284	\$ 5,193,696	\$ 5,791,324	\$ 5,193,696	\$ 5,193,696	\$ 5,909,622
Federal Revenues	694,328	-	31,560	31,560	56,809	56,809	56,809	56,809	56,809	69,433	69,433	69,433	69,433	69,433
TOTAL REVENUES	\$ 55,353,211	\$ 86,232	\$ 2,519,067	\$ 2,461,579	\$ 4,591,343	\$ 4,338,860	\$ 4,441,095	\$ 4,860,743	\$ 4,425,093	\$ 5,263,129	\$ 5,860,756	\$ 5,263,129	\$ 5,263,129	\$ 5,979,055
		0%	5%	4%	8%	8%	8%	9%	8%	10%	11%	10%	10%	11%
Accounts Receivable	(655,681)	4,506,844	-	489,817	-	-	-	326,713	-	-	-	-	-	(5,979,055)
EXPENDITURES														
1000 - Certificated and Instructional Salaries	\$ 16,459,780	\$ 1,214,211	\$ 1,214,211	\$ 1,341,466	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ 1,409,988	\$ -
2000 - Non-Certificated Salaries	1,272,871	-	115,716	115,716	115,716	115,716	115,716	115,716	115,716	115,716	115,716	115,716	115,716	-
3000 - Retirement and Benefits	4,270,587	317,660	317,660	345,592	360,633	360,633	360,633	382,622	377,124	366,130	360,633	360,633	360,633	-
4000 - Books and Supplies	21,277,689	894,154	2,079,454	2,556,591	2,639,518	2,196,762	1,192,695	1,954,067	1,313,702	1,538,501	1,581,636	1,368,850	1,415,615	546,144
5000 - Utilities	28,451	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	2,371	-
5000 - Operating	2,009,618	79,185	167,017	172,834	218,921	197,921	145,802	180,327	139,923	169,977	175,743	141,352	147,604	73,014
5000 - Professional Services	4,192,624	17,898	161,191	203,479	315,823	302,171	315,320	339,592	310,650	439,515	484,199	425,170	447,601	430,017
5000 - Facilities	146,405	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	12,200	-
6900 - Depreciation	59,542	4,962	4,962	4,962	4,962	4,962	4,962	4,962	4,962	4,962	4,962	4,962	4,962	-
TOTAL EXPENDITURES	\$ 49,717,566	\$ 2,542,641	\$ 4,074,781	\$ 4,755,211	\$ 5,080,131	\$ 4,602,723	\$ 3,559,687	\$ 4,401,844	\$ 3,686,636	\$ 4,059,359	\$ 4,147,448	\$ 3,841,242	\$ 3,916,690	\$ 1,049,174
		5%	8%	10%	10%	9%	7%	9%	7%	8%	8%	8%	8%	2%
Accounts Payable	108,329	(940,846)	-	-	-	-	-	-	-	-	-	-	-	1,049,174
MONTHLY SURPLUS/(DEFICIT)	\$ 5,635,644	\$ (2,456,408)	\$(1,555,714)	\$(2,293,633)	\$ (488,788)	\$ (263,862)	\$ 881,408	\$ 458,899	\$ 738,457	\$ 1,203,770	\$ 1,713,308	\$ 1,421,887	\$ 1,346,440	\$ 4,929,881
MONTHLY FUND BALANCE		\$ (2,456,408)	\$(4,012,122)	\$(6,305,755)	\$(6,794,543)	\$(7,058,405)	\$(6,176,997)	\$(5,718,098)	\$ (4,979,642)	\$(3,775,871)	\$(2,062,563)	\$ (640,676)	\$ 705,764	
BALANCE AS A % OF MONTHLY EXPENDITURES		-97%	-98%	-133%	-134%	-153%	-174%	-130%	-135%	-93%	-50%	-17%	18%	
Net Factoring	(3,200,000)	(3,200,000)	1,000,000	1,000,000	500,000	200,000	(1,100,000)	(700,000)	(400,000)	-	(500,000)	-	-	
Carryforward from previous year:	\$ 3,602,652													
PROJECTED BANK BALANCE	\$ 3,602,652	\$ 1,517,204	\$ 966,451	\$ 167,598	\$ 183,772	\$ 124,871	\$ (88,759)	\$ 1,815	\$ 345,233	\$ 1,553,966	\$ 2,772,236	\$ 4,199,085	\$ 5,550,486	

Table XII: Cash Flow For Year 3*Monthly Summary**2021-22*

	Annual Amount 2021-22	Month 1 July	Month 2 August	Month 3 September	Month 4 October	Month 5 November	Month 6 December	Month 7 January	Month 8 February	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Accrual Months
REVENUES														
State Revenues	\$ 62,028,630	\$ 94,855	\$ 2,822,796	\$ 2,759,559	\$ 5,143,758	\$ 4,866,027	\$ 4,968,262	\$ 5,440,098	\$ 4,960,883	\$ 5,903,452	\$ 6,560,842	\$ 5,903,452	\$ 5,903,452	\$ 6,701,194
Federal Revenues	763,761	-	34,716	34,716	62,490	62,490	62,490	62,490	62,490	76,376	76,376	76,376	76,376	76,376
TOTAL REVENUES	\$ 62,792,391	\$ 94,855	\$ 2,857,512	\$ 2,794,275	\$ 5,206,248	\$ 4,928,517	\$ 5,030,752	\$ 5,502,587	\$ 5,023,372	\$ 5,979,828	\$ 6,637,218	\$ 5,979,828	\$ 5,979,828	\$ 6,777,570
		0%	5%	4%	8%	8%	8%	9%	8%	10%	11%	10%	10%	11%
Accounts Receivable	(798,515)	5,080,872	-	538,799	-	-	-	359,384	-	-	-	-	-	(6,777,570)
EXPENDITURES														
1000 - Certificated and Instructional Salaries	\$ 18,105,758	\$ 1,335,632	\$ 1,335,632	\$ 1,475,613	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ 1,550,987	\$ -
2000 - Non-Certificated Salaries	1,400,158	-	127,287	127,287	127,287	127,287	127,287	127,287	127,287	127,287	127,287	127,287	127,287	-
3000 - Retirement and Benefits	4,667,326	346,899	346,899	377,625	394,170	394,170	394,170	418,357	412,310	400,217	394,170	394,170	394,170	-
4000 - Books and Supplies	23,864,747	1,002,711	2,332,089	2,867,172	2,960,216	2,463,708	1,337,763	2,191,581	1,473,533	1,725,757	1,774,155	1,535,409	1,587,879	612,773
5000 - Utilities	31,922	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	2,660	-
5000 - Operating	1,755,534	88,728	106,812	112,871	124,179	124,179	128,138	158,701	153,189	183,844	189,726	152,159	158,536	74,474
5000 - Professional Services	4,721,509	19,242	181,298	228,790	355,723	340,600	355,354	382,392	350,047	495,250	544,231	479,156	504,195	485,230
5000 - Facilities	164,266	13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	13,689	-
6900 - Depreciation	60,733	5,061	5,061	5,061	5,061	5,061	5,061	5,061	5,061	5,061	5,061	5,061	5,061	-
TOTAL EXPENDITURES	\$ 54,771,952	\$ 2,814,622	\$ 4,451,428	\$ 5,210,767	\$ 5,533,972	\$ 5,022,341	\$ 3,915,108	\$ 4,850,715	\$ 4,088,763	\$ 4,504,751	\$ 4,601,966	\$ 4,260,577	\$ 4,344,464	\$ 1,172,477
		5%	8%	10%	10%	9%	7%	9%	7%	8%	8%	8%	8%	2%
Accounts Payable	123,303	(1,049,174)	-	-	-	-	-	-	-	-	-	-	-	1,172,477
MONTHLY SURPLUS/(DEFICIT)														
	\$ 8,020,440	\$ (2,719,767)	\$(1,593,915)	\$(2,416,492)	\$ (327,724)	\$ (93,824)	\$ 1,115,644	\$ 651,872	\$ 934,609	\$ 1,475,077	\$ 2,035,252	\$ 1,719,251	\$ 1,635,364	\$ 5,605,093
MONTHLY FUND BALANCE														
		\$ (2,719,767)	\$(4,313,682)	\$(6,730,174)	\$(7,057,898)	\$(7,151,722)	\$(6,036,078)	\$(5,384,206)	\$ (4,449,597)	\$ (2,974,521)	\$ (939,268)	\$ 779,983	\$ 2,415,347	
BALANCE AS A % OF MONTHLY EXPENDITURES														
		-97%	-97%	-129%	-128%	-142%	-154%	-111%	-109%	-66%	-20%	18%	56%	
Net Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	
Carryforward from previous year: \$ 5,550,486														
PROJECTED BANK BALANCE	\$ 5,550,486	\$ 6,867,478	\$ 5,278,624	\$ 3,405,992	\$ 3,083,329	\$ 2,994,566	\$ 4,115,271	\$ 5,131,588	\$ 6,071,258	\$ 7,551,396	\$ 9,591,710	\$ 11,316,022	\$ 12,956,447	

Table XIII: Benefit Expense Detail

Assumptions

Inspire Charter School

Notes		Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
Manadatory Benefits						
Social Security	6.2% of salary	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.45% of salary	1.5%	1.5%	1.5%	1.5%	1.5%
State Disability Insurance	.9% of salary	0.9%	0.9%	0.9%	0.9%	0.9%
Worker's Compensation	Portion of salary	2.5%	2.0%	2.0%	2.0%	2.0%
Unemployment Insurance	3.4% of first \$7,000 of salary	0.62%	0.62%	0.62%	0.62%	0.62%
Employment Training Tax	.1% of first \$7,000 of salary	0.014%	0.014%	0.014%	0.014%	0.014%
Subtotal		11.68%	11.18%	11.18%	11.18%	11.18%
Health and Retirement						
Health	\$583 per employee per month - mix of spouse plus spouse plus family covered, assumed mix of ages, HMO opt	7.980%	7.980%	7.980%	7.980%	7.980%
Retirement, certificated	STRS contribution, but no Social Security	18.130%	19.100%	19.100%	19.100%	19.100%
Total, certificated		31.59%	32.06%	32.06%	32.06%	32.06%
Total, classified		19.66%	19.16%	19.16%	19.16%	19.16%



Inspire Charter School Master Agreement for Independent Study

Student: <>
Student Number: <SSID#>
Address: <>
Location: <city,state,zip>
1st Phone Number: <>
DOB: <>
Program Placement: General Education

Contract Term: Full Year
Beginning Date: 09/04/2018
End Date: 06/13/2019
Year: 2018-2019
2nd Phone Number: <>
Grade Level: <>
School for Classroom Option: <district where they would have attended i.e. Long Beach Unified>

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Work Record (WR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value
Mathematics	Mathematics	36 Weeks
Language Arts	Language Arts	36 Weeks
Social Studies	Social Studies	36 Weeks
Science	Science	36 Weeks

Methods of Study: Specific methods of study will be designated on the Work Record (WR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Work Record (WR) and are incorporated herein.

Methods of Evaluation: Academic evaluations will be designated on the Work Record (WR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, State Standards Testing, Quizzes, Labs, Finals.

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Email, Phone. Time: 8-5pm. Day: M-F. Frequency: At least once every 20 days. Duration: Full Year. Location: Virtual or In-Person.

Voluntary Statement: It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Board Policies: According to the Board Policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 2 missed assignments, as per Board Policy, an evaluation will be made to determine whether independent study is an appropriate strategy for this student.

Additional Courses: may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student:	Signature Date
----------	----------------

Parent/Guardian/Caregiver:	Signature Date
----------------------------	----------------

Supervising Teacher:	Signature Date
----------------------	----------------

Other Signature:	Date
------------------	------

Other Signature:	Date
------------------	------

Other Signature:	Date
------------------	------

Other Signature:	Date
------------------	------



Inspire Charter School Acknowledgement of Responsibilities

Student: <>

Student Number: <SSID#>

Address: <>

Location: <city,state,zip>

1st Phone Number: <>

DOB: <>

Program Placement: General Education

Students Agreement/Responsibilities

Contract Term: Full Year

Beginning Date: 09/04/2018

End Date: 06/13/2019

Year: 2018 - 2019

2nd Phone Number: <>

Grade Level: <>

School for Classroom Option: <district where they would have attended i.e. Long Beach Unified>

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record.

Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Independent Study Teacher.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the Independent Study Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher. I have the right to appeal any decision about my child's placement in accordance with the schools policies and procedures.

Independent Study Teachers Agreement

- The Independent Study Teacher will assign a body of work to be completed during the duration of this agreement.
- The Independent Study Teacher will evaluate work in a timely manner.
- The Independent Study Teacher will notify the student and parent/legal guardian of the academic credit granted for work completed.

Student: Teacher:

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We, the undersigned, understand the voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Student: Signature Date

Parent/Guardian/Caregiver: Signature Date

Teacher: Signature Date

Other Signature: Signature Date

ENGLISH LEARNER MASTER PLAN 2018-2019

Inspire Charter Schools

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Master Plan for Services to English Learners

2018-2019

Inspire Charter Schools aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum, and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in an Inspire school and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for

California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

- Initial ELPAC, within 30 days of enrollment-- July 1- May 30
- Initial ELPAC score report and Notification Letter will be mailed, after testing. See Appendix 1
- Summative ELPAC, for current ELs-- Feb. 1-May 30

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include: scale scores and proficiency levels.

School staff calculates a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The assessment is also forwarded by the Director of Testing and Assessments to the test publisher for official scoring. These official results override the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 <i>California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 <i>ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 <i>ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given EO students: the default program is Mainstream English. Placement is made on the same basis as for EO's.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Step 3: Primary Language Assessment

Students designated as ELs on the basis of initial ELPAC results are not automatically assessed in their primary language. ELs enrolling in one of the alternative instructional program models are to be assessed in their primary language. On a case by case basis, all other EL students *may* be given a primary language assessment at any time (i.e., at enrollment or thereafter). The decision to administer the primary language assessment is made at the recommendation of the EL coordinator, counselor, administrator, teacher, IEP team or parent.

While the primary language assessment is not a criterion for identifying a student as an EL, assessing the primary language proficiency of an identified EL can provide important information to instructional staff. A high primary language proficiency level (particularly in reading and writing) may indicate that the student has had formal education in the home language. A low score could indicate limited or interrupted formal schooling

prior to entering the U.S., or it could simply be the result of a child who is shy with the text examiner. School staff should take great care when interpreting the results of these assessments, especially when administered to very young children.

Whenever possible, a primary language assessment is conducted by a trained person who is fluent in the student's primary language. The district-adopted primary language assessment instruments are the preLAS©2000, Español for Kindergarten students, the LAS Links Español for students in Grades 1-12, and an informal language assessment protocol for non-Spanish speakers.

Results of the primary language assessment are placed in the student's Master Plan Folder and permanently recorded in the data recording system. This information may be used as one indicator of the student's level of literacy development in the primary language.

Results of the primary language assessment are placed in the student's English Learner folder, entered in the charter school's student information system and used to determine the student's level of literacy development in the primary language, and support the identification of a student as an English Learner. The results of the Home Language Survey, the language assessments (and any other information related to prior schooling, including transcripts, if available) are used to determine the degree of English proficiency and program placement options for students.

Parent Notification

- Results of assessments
- Student Placement

Step 4: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **initial** CELDT will receive official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English

learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- Core Instruction in English
- Daily Leveled ELD for 30 – 60 minutes based on the student need and level independently at home through English at a Flask (STAR360) program with teacher monitoring progress. **This will be implemented next school year based on new enrollment needs.**
- SDAIE strategies/vocabulary development will be embedded in curriculum and enhanced with teacher support in person or online sessions. One to three, half hour sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate program regularly.
- Designated ELD Direct Instruction Classes—via Blackboard Collaborate.
- Pathblazer for math and reading supports
- Reading Horizons—this program provides an assessment of your student, then offers differentiated and individualized assignments to help them build foundational skills in English language.

Step 5: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for “Probably English Proficient” in the ELPAC Scoring Guide. They include:

1. Student’s *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking (Kindergarten through 12th grade), Reading, Writing, (2nd through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Inspire Charter Schools provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures

- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

RECLASSIFICATION

Inspire Charter Schools reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

Inspire Charter Schools' Director of ELD, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- 1) ELPAC Score - Student must have an Overall score of 3 or 4, with no more than one subscore of 2.
- 2) Teacher Evaluation - Student progress as observed by teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
- 3) Parent Opinion and Consultation - Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
- 4) English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria is indicated in the chart below.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
2 nd	n/a	725	n/a	n/a
3 rd	Standard nearly met	53	Standard nearly met	526
4 th	Standard nearly met	61	Standard nearly met	613
5 th	Standard nearly met	76	Standard nearly met	681
6 th	Standard nearly met	87	Standard nearly met	752
7 th	Standard nearly met	94	Standard nearly met	789
8 th	Standard nearly met	97	Standard nearly met	823
9 th	n/a	96	n/a	834
10 th	n/a	96	n/a	839
11 th	Standard nearly met	96	Standard nearly met	864
12 th	n/a	94	n/a	879

Process

1. The Director of ELD will complete the Reclassification Form for students who meet the first criteria. See Appendix 2
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the Director of ELD and/or teacher, and their child. See Appendix 3
4. At this point, if everyone is in agreement, student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the Director of ELD to consider the alternative reclassification criteria and form. The IEP team, to include parent and the Director of ELD, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and two year monitoring will commence, as with all other RFEP students. reclassified. See Appendix 4

RFEP Monitoring

Per California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for two years of continued monitoring of that student.

Inspire Charter Schools will monitor RFEPs three times over the course of the two years, using the Reclassification Monitoring form. This formal monitoring will occur at the 8, 16, and 24 month marks of the official RFEP date.

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 5



Inspire Charter Schools

INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of: <Last_Name>, <First_Name> Date: <Date_Testing_Completed>

SSID: <SSID> Date of Birth: <Date_of_Birth> Grade: <Tested_Grade>

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. In California, the name of the test is the Initial English Language Proficiency Assessments for California (ELPAC). This letter also explains the criteria for a student to exit, or reclassify out of, the English learner program. (20 United States Code Section 6312[e][3][A][i],[v],[vi])

Language Assessment Results

See enclosed Student Score Report

Based on results of the English language proficiency assessment, your child has been identified as an <Calculated_ELAS> student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note, that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to the ELPAC results. Please note, that this does not change your student's homeschool teacher.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below.

(20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria Inspire Charter Schools EL Master Plan
English Language Proficiency Assessment	Overall score of 3 or 4, with no more than one subscore of 2 in the domains of reading, writing, listening, and speaking.
Teacher Evaluation	Student progress as observed by teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Inspire offers other programs to help your student with their English fluency and academic achievement goals. Below is a list of options, which you can discuss with your teacher, if interested.

1. **English in a Flash**—is an intervention component of Star 360. All students who are designated EL have automatic access. Students access this program through Renaissance Place (same platform as Star 360); the username and password are also the same as that for Star 360.
2. **Curriculum supplemental support**—check with student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.

3. **One-on-One (virtual) ELD Classes**— this class is brand new this year! It will provide a 5-week session of 20 min. per week **individualized support and instruction** using McGraw Hill’s FLEX program and other supplemental materials taught by our ELD teacher. In order to sign up for this class, please ask your teacher to enroll your child.
4. **Pathblazer**—this program can be used for intervention in math and reading. This eligibility is dependent on their star360 scores and is only given to students who score in the yellow intervention or red urgent intervention categories.
5. **Learning Ally**—this program is an audio book program which reads books to students, so that they can hear what it should sound like, as it is read by an English fluent person. Should you have questions regarding these programs, test results or your child’s instructional placement, please contact your child’s teacher, or me, at the number or email listed below.

Sincerely,

Lisa Dushaj Mesa, M. Ed.

Director of English Language Development

Inspire Charter Schools

951-642-3795

lisam@inspireschools.org

English Language Learner Reclassification Form



Student Name:	Grade: Scope:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Math
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		Star 360 Scores		
Speaking		Other:		

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ Director of ELD: _____

Parent Signature: _____ Official RFEP Date: _____



INSPIRE CHARTER SCHOOLS

1740 Huntington Drive #205, Duarte, CA 91010

(626) 932-1802 * Fax (626) 932-1804

Parent Notification Letter of Reclassification

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the ELPAC for this year. Scores are in and based on your child's performance on this test, your child may be reclassified as fluent English proficient (RFEP). In addition to the ELPAC scores, criteria used to make this decision include: an evaluation of your child's academic performance by the teacher, your child's English proficiency as measured by the SBAC, Star 360, and/or iReady assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be requalified.

You are invited to contact me at the number below for a phone conference, so that we may discuss and decide on your child's readiness and overall qualification for reclassification. Questions about the ELPAC or your child's results can also be directed to me as well.

We urge you to make this contact and hold this conference as soon as possible, so that you can continue to be actively involved in your child's learning and together, we can make decisions that are in the best interest of your child.

Sincerely,

Lisa Dushaj Mesa, M. Ed.
Director of English Language Development
Inspire Charter Schools
951-642-3795
lisam@inspireschools.org

Reclassification Form For English Learners with Disabilities



Student Name:	Grade: Scope:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability:	

1. Indicate which assessment the student took: ELPAC _____ Alternate version _____

2. ELPAC Scores

3. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Math
Subscores: Reading		Grades/Progress Indicators		
Writing		SBAC Scores		
Listening		Star 360 Scores		
Speaking		Other:		

4. Has student met language proficiency criteria as assessed by ELPAC? Yes ____ No ____

5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC? Yes ____ No ____

6. If so, in which domains? Reading ____ Writing ____ Listening ____ Speaking ____
Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA:

- ☐ Student's performance is commensurate with his/her ability, due to his/her disability.
☐ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners.
☐ Student's errors are indicative of a student with his/her disability versus a language barrier.
☐ Other/also:

Reclassification Form For English Learners with Disabilities



7. Was an English proficiency goal written into the student's IEP? Yes ____ No ____
8. Did the student meet the English proficiency goal? Yes ____ No ____
9. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified? Yes ____ No ____

10. Teacher Evaluation

11. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature: _____ Director of ELD: _____

Parent Signature: _____ Official RFEP Date: _____

Case Carrier: _____ IEP Team Member: _____

IEP Team Member: _____ IEP Team Member: _____

English Language Learner RFEP Monitoring Form



Student Name:	Grade: Scope:	Evaluation Interval: 8 Month 24 Month 16 Month
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	English	Math
Classroom Grades		
SBAC Scores		
Star 360 Scores		
Other:		

Was academic performance satisfactory? Yes No

Are intervention strategies necessary? Yes No

Targeted Intervention (if required)		
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):

Additional Comments/Information

Teacher Signature

Date

Parent Signature

Date

Director of ELD

Date

Alice Wong

Experience:

Early education lead teacher and educator. Community advocate and volunteer.

Professional Experience:

Kraft Foods, New Jersey Account Manager and Executive Assistant 1970-1977

- Accounting
- Customer Service
- Organization and planning
- Reports and data analysis

Baleric Preschool, Costa Mesa, CA Early Childhood Educator 1983-1995

- Lead Teacher
- Created thematic units
- Kinder Readiness Preparation Curriculum

In-Home Day Care Provider 1995-Present

- Business owner
- Pre-Kinder learning activities and skill development

James Henry Adams, AIA/CCM

Registered Architect, Certified Project / Construction Manager and Licensed General Contractor,
who effectively manages large and small technically challenging and complex projects including:

Aviation & Transit Facilities, Educational Capital Projects and Commercial Development Projects.

This accumulated experience includes successfully completing a wide and varied range of project delivery systems such as Design-Bid-Build, (Lump Sum or Unit Rates), Design/Build and Guaranteed-Max. Regarded as a highly professional, results oriented individual, with excellent communications and administrative skills, who is capable of working with people on all organizational levels and technical backgrounds. A resourceful problem solver and liaison between various Owner/Project Stakeholders, Consulting Architects-Engineers and Contractors and who is able to manage/coordinate the implementation of multiple concurrent pre-qualifications, designs, specifications, tender documents & construction projects. This ability is supported by a working knowledge of building codes, public works contracting regulations, LEED and ADA. Has demonstrated sound leadership qualities with experience in:

Design Management, Project Management, and On-Site Construction Management / Administration,

who can maintain the quality of the project while being on time and within budget. Regarded as a successful negotiator who has demonstrated sound leadership qualities with specific experience in construction administration, negotiations, project closeout and resolving problem projects with established proactive partnering skills and techniques. Known for being successful in supervising and training project teams with "Lessons Learned" from recent projects. Computer literate in the latest versions of Microsoft products (word, power point, excel, Microsoft schedule), Visio, Web-based collaboration platforms, Primavera Scheduling, BIM and AutoCAD.

My philosophy stems from the reality that architectural design and construction are inseparable and applying a thorough understanding of each is critical to the success of any building project

Professional Qualifications and Associations

Licensed Architect - AIA

- o California (#25552) and Nevada (#3445)

Certified Construction Manager -CCM

- o Construction Management Association of America (CMAA) (membership #164964)

Licensed Contractor CA (#381971 inactive)

General Engineering – A General Building – B

- o American Institute of Architects (30084417)
- o Construction Specifications Institute (CSI)
- o PMI Member-PMP
- o USGBC- LEED
- o OSHA – 10-Hour and 30-Hour Certified Training
CPR/AED Certified Training

Education

California Polytechnic State University, CAL Poly San Luis Obispo

School of Architecture & Environmental Design
San Luis Obispo, California

Bachelor of Architecture

SCARAB National Honorary Fraternity

Bachelor of Science

Construction Engineering

Alpha Rho Chi Achievement Medal

STV Construction Inc. Anaheim Convention Center Expansion, Anaheim, CA

(2015 to Present)

Responsibilities:

As the Program Manager, overseeing owner's representation, project management, and construction management services to the City of Anaheim, CA, for the \$163 million design-build expansion of the Anaheim Convention Center. The expansion encompasses 400,000 sf of space for exhibit halls; ballrooms; flexible meeting space; office and meeting rooms; and an interior bridge/skyway, of which approximately 200,000 sf will be devoted to leasable, eliminate controlled, flexible multipurpose space. The project encompasses all necessary front-of-house, back-of-house, and circulation; outdoor areas to maximize special event activity and existing views; replacement of the existing parking inventory on the project site with 1,400 spaces; loading docks to accommodate needs of the new space; climate controlled connection to existing space; finish quality equal to, or above, that of most recently

constructed existing space at the center; and sustainable building features intended to earn LEED® Silver certification.

STV Construction Inc., LAWA Transportation, Los Angeles, CA

(2010 to 2015)

Responsibilities:

Provided project implementation and constructability analysis to **LAWA-Transportation Infrastructure Development Program (T-IDP) and the LAWA – Landside Access Modernization Program (LAMP)** for an Automated People Mover (APM) system and alignment options within the LAX central terminal area. The project also includes a Consolidated Rental Car (ConRAC) Facility and an Intermodal Transportation Facility (ITF) outside the CTA area. Analysis includes various studies to determine the design/construction impacts on existing and future utilities, parking garages, pedestrian bridges and terminals. Studies include the evaluation of the various types of construction options and constructability analysis for various LAX project options and locations. Business Development activity includes support for various company initiatives and proposals including the **LACCD – Multiple Award Task Order Contracts (MATOC) and the LA Housing Authority.**

STV Inc., Boeing Aircraft Company, Auburn and Frederickson, WA

(2013)

Responsibilities

As the Sr. Project Manager of the Boeing/STV enterprise task order contract provided project management, construction management and project control services on 24 fast track initiatives with varying degrees of complexity.

Projects:

- Major building renovations and infrastructure upgrades at Boeing's Auburn and Frederickson, WA, commercial aircraft parts production factories. These multi-building, MEP and utility replacement/upgrade projects were a part of Boeing's company-wide capital improvement program. The two facilities manufacture several model type aircraft components, such as wings, spars, nose cones, tail assemblies and fuselage sections for Boeing's 737, 777 and 787 aircraft offerings, the latter a twin-jet engine, semi-composite airplane.

STV Inc., Bob Hope Airport Burbank-, CA

(2010 to 2012)

Responsibilities:

Provided continuous program interfacing with the Airport Authority's Executive Director and management staff. Developed program requirements, directed technical development and reviews of the drawings and specifications. Oversaw Schematic and Design Development, Construction Documents which included extensive City Agency interface for the program including site infrastructure and utilities. Coordinated RITC construction documents with the various city and state agencies, through electronic filing procedures (ProjectDOX). Prepared contractor and testing/inspector prequalification lists, bid packages, addenda, bid evaluations

Project:

- **Regional Intermodal Transportation Center (RITC):** As an ENR-Regional and CMAA Award winning project, the RITC Project is a three-level state-of-the-art seismically base-isolated facility with a pre-engineered customer service building and a connecting 1300 LF elevated walkway to the airport terminal. Ancillary work included a vehicle maintenance area on each level for car washes, gas-fueling pumps and light maintenance areas, underground gas storage tanks, an emergency generator and a Metro bus transit station. The roof was designed to accommodate future solar panels and inverters by the City of Burbank. A separate design-build project consisted of a five-level, 1043 parking space, post-tensioned concrete garage that was designed to achieve LEED Silver certification. On-Site Improvements consist of landscape/hardscape works and construction of new, relocated and upgraded utilities.

STV Inc., Anaheim Regional Transportation Intermodal Center (ARTIC), Anaheim, CA

(2010)

Responsibilities: As interim Deputy Program Manager worked as an extension of staff during the program launch phase. Oversaw the development of a unique procurement strategy for the early fabrication and erection of the facility's state-of-the-art structural arched frame and ethylene-tetrafluoroethylene (ETFE) pneumatic membrane building envelop system. Responsible in an oversight capacity for the development of the Program Management Plan (PMP) and Program Procedures Manual (PPM).

Project:

- **City of Anaheim Department of Public Works:** The Anaheim Regional Transportation Intermodal Center (ARTIC) project. This \$187 million intermodal center will offer convenient access to train, car, intercity bus, taxi, or local transit, and will accommodate future plans for high-speed train service. The project is currently in the constructions phase, and will pursue LEED® certification to the Platinum level.

Cefinte Development Corp., Independent Financial Centre of the Americas, Dominican Republic

(2006-2010)

Responsibilities: As the Director for Design and Construction established a new in-house PM department to develop/implement the vision and programming criteria of the developer. Responsibilities included establishing

budgets, cost estimates, schedules, department workforce staffing and project manpower requirements for design and construction activities. Developed program requirements and implemented the Master Plan. Integrated program requirements into Master Plan concepts corresponding to Owner's business units utilizing internet based protocols and systems.

- Oversaw Schematics & Design Development packages for: infrastructure utilities, site improvements and building complexes.
- Prepared contractor and CM prequalification lists, bid packages, addenda, bid evaluations and contracts.
- Constructed on-site offices, temporary utilities, construction haul roads and design of power distribution, water and sewage systems. Managed and oversaw all on-site construction activities.

Projects:

- **Independent Financial Centre of the Americas:** A Multi-Million dollar, master planned project was being developed as a private, purpose-built independent financial centre comprising of a technologically advanced Banking Clearing House for Latin America and the Caribbean. The Project consisted of Infrastructure Utilities and Site Development, a Financial Center Building Complex Zone, Lifestyle-Residential-Educational (K-12 Schools) and Retail-shopping areas. Initial project phase complete but stopped due to financial and government approval issues.

Harris & Associates, Sweetwater Union High School District, San Diego, CA

(2003-2006)

Responsibilities: As Owners Representative – Area Project Manager coordinated Architects and CM's for several schools as part of a \$187 million High School Modernization Projects bond program. Developed program requirements, oversaw design development, prequalification packages, RFP's, bid packages, analysis, recommendations and contract awards. Managed on-site activities including RFI's, oversaw inspections and resolved technical issues.

Projects:

- **Sweetwater Union High School District:** Chula Vista, CA
All projects consisted of new classrooms, laboratory fixtures, electrical, mechanical and energy systems replacement. Redesigned existing on-site bus routing that minimized school bus and passenger car conflicts and significantly improved student transfer safety. Reworked street alignment, sidewalks and installed new traffic signals, all schools required extensive ADA-access compliance upgrades, new transformers, power and low voltage distribution. .
Bonita Vista High School Phase 1a / Phase 1b: **26 classrooms** in six buildings. Budget \$22.2-million.
Bonita Vista Middle School Phase 1a/Phase 1b: **29 classrooms** in seven buildings. Budget \$11.6-million.
Castle Park High School Phase 1a / Phase 1b: **26 classrooms** in six buildings. Budget \$21.7-million.
Southwest High School Phase 1a: **18 classrooms** in two buildings, including a separate ROP – Culinary Arts kitchen modernization. Budget \$19.4-million.
"L" Street Property (26 acres): Redevelopment of existing District maintenance facilities.

Lee & Sakahara Architects, Various Projects: Irvine, CA

(2000-2003)

Responsibilities: As the Project Architect provided project and construction administration for various complex commercial projects throughout California. Construction types included elevated post tension concrete slabs to conventional wood and metal framing. Performed client, agency, consultant and contractor interfacing to resolve open technical issues and conflicts. Supervised project architects and technical staff in design and production of construction documents with best-practices management in mind. Construction drawings are prepared in AutoCAD with specifications in CSI format. Reviewed work in progress and performed quality assurance checking. Responded to RFI's from contractors, prepared punch lists and ensured that project closeouts were achieved in a timely manner. Noted as the in-house mentor to staff and general problem solver for the company.

Projects:

- **Los Coyotes Country Club,** Buena Park, CA: 2000-2003
Two-story multi-purpose club house with very high-end finishes, restaurant-banquet facilities, retail center, sauna, golf cart storage - \$11.9-million contract - 57,000 sq. ft.
- **Walnut Grove Medical Center,** Anaheim, CA: 2000-2003
Two-story concrete tilt-up medical office building - \$2-million contract - 29,000 sq. ft.
- **Corona Corporate Center,** Corona, CA: 2000-2003:
Two - 3 story concrete tilt-up spec offices buildings - \$2.6-million contract - 26,500 sq. ft.
- **Islands Restaurants,** various sites throughout Southern California: 2001-2002-New/Remodel projects.
- **Tweeters Home Entertainment Group,** Southern California, several 1 & 2 story Tenant Improvement build-outs.

Louis Berger International, Second Bangkok International Airport, Bangkok, Thailand

(1996-2000)

Responsibilities: As part of the Program Management Team, performed on-site project coordination of buildings, facilities, systems and utilities for the SBIA. Developed and ensured compliance with the project's Terms of Reference (ToR), Unit Concept Designs (UCD), overall airport master plan and budget and scheduling

requirements. As part of a 35-staff General Engineering Consultant (GEC) reporting to the Thai Government (NBIA Authority), performed program, building design and technical reviews resulting in substantial value-engineered cost savings and increased efficiencies to the project. Performed interface coordination among the various buildings, facilities and systems by chairing meetings and leading working sessions between the designers and governmental agencies. Established and maintained budget and schedules for assigned project areas utilizing Primavera/Expedition programs. Oversaw monthly site cost control, scheduling information and generated monthly management reports. Interfaced with on-site infrastructure work, manpower and equipment allocation, and overall coordination.

Projects:

Second Bangkok International Airport: Suvarnabhumi (Nong Nu Hau): Bangkok, Thailand:

Passenger Terminal, Concourse Buildings and Utilities: A green field hub airport for the Southeast Asia region with 563,000 sq. meters of air conditioned Terminal and Concourse buildings consisting of exposed steel trusses and columns, custom exterior finish with fritted-glass and Teflon coated fabric roof structure and very high-end contemporary but culturally sensitive interior finishes made this terminal truly unique. Other support projects included a Main Transformer Station and Power Distribution; Central Utilities: design, including water supply pump station, surface water treatment plant, wastewater treatment plant, recycle pump station, water distribution lines plus sewage collection and a Telephone System and Exchange Building design.

M-L/DMJM-HOK, California State University Northridge, Northridge, CA

(1994-1995)

Responsibilities: Provided on-site Construction Management for FEMA funded seismic repairs of buildings that were damaged during the 1994 Northridge earthquake. Integrated architectural elements following CSU guidelines into unified designs for client and government agency review and approval. Administered construction contracts, resolved daily technical problems: following CSU guidelines, prepared progress reports, reviewed submittals, responded to RFI's, prepared work order requests, attended weekly progress meetings, dispute review board hearings and implemented project close-out.

Projects:

- **California State University Northridge:** Northridge, CA:
Speech & Drama High Bay Seismic Repairs & Upgrade - Epoxy injection repair and added exoskeleton steel frame support.
Oviatt Library Seismic Damage Studies - Steel frame and concrete slab construction with an automatic storage retrieval system (ASRS).

Responsibilities: As the on-site Construction Manager, conducted final on-site contract supervision and observation of work during construction to monitor compliance with plans, specifications, and construction techniques in order to close out the project. Managed on-site staff that resolved daily technical problems and coordination with consultants and sub-contractors, prepared progress reports, responded to RFI's, prepared work order requests and implemented project closeout procedures, as-built drawings, warranties and completion notices. Represented Architect in contact claims review boards.

Projects:

- **Los Angeles County**
Twin Towers Correctional Facility: Two nine-story inmate-towers with cast-in-place concrete walls and slabs with block partitions, a two-story concrete and steel moment frame central processing center, and a 5-story, steel moment frame Medical Services Building. \$250-million construction cost.
LACo/USC Medical Center: Performed original configuration/technical coordination reviews, and constructability analysis to provide a superior quality project and significantly reduced cost exposure for a proposed 946-bed hospital. \$600-million Construction cost, two-million sq. ft. steel-moment-frame tower w/ base isolation foundation.
Los Angeles Civic Center Auto Park 18 Mall and Tunnels: Provided structural evaluation services that identified, quantified and documented earthquake related damage to the facilities.

Leo A. Daly Architects & Engineering, Various Projects, Los Angeles, CA

(1989-1993)

Responsibilities: Accountable for all aspects of project and construction administration for California State University Northridge projects. Responsible for coordination and interpretation of design information to contractors, the processing of invoices and providing effective claims avoidance and mitigation that saved the client significant cost exposure ranging into the hundreds of thousands of dollars. Prepared construction documents from approved designed developed drawings, performed in-house specification and constructability reviews and served as liaison with government and agency planners and discipline plan checkers.

Projects:

- **California State University Northridge,** Northridge, CA:
Oviatt Library Expansion and Remodel: \$16-million total construction cost including change orders - 105,000 sq. ft. of braced and moment steel frame with flat concrete slab, which minimized the floor-to-floor height.

Science Building Addition: The project consisted of 3-stories and basement including classrooms, laboratories and lecture halls. Construction was all cast-in-place concrete with highly profiled exterior sunscreens that required very complicated forming work.

- **Los Angeles International Airport,** Los Angeles, CA
Terminal 2: Complete Terminal Renovation plus new terminal 2-3 Connector Building consisting of 500,000 sq. ft. of airline terminal, lounges, passenger hold rooms, loading bridges, ramp control towers, central utility plant, gate management/work stations. \$90 million construction cost – lump sum contract.
Terminal 3: Northwest Airlines Passenger Loading Bridges (\$435,000, not including equipment).
Terminal 7: United Airlines International First Class Lounge, Red Carpet Business Lounge expansion and renovation, various hold-room modifications, and Apron Control Tower (guaranteed maximum price contracts ranging between \$35K to \$1.5-million).
Terminal 7: Gate Management and Intelligent Work Station Program and installation (\$1.3-million).
International Terminal: Japan Airlines office remodels and handicap compliance. 6,500 sq. ft.
Department of Airports (DOA): Provided construction administration services to the Department of Airports for the expansion of the Central Utility Plant, at LAX Terminal 2. The project design included fire protection modifications, increasing the pumping capacity of the chilled water and high temperature hot water in the existing plant and design of new underground pipelines from the plant to Terminal 2.
Terminal 6: Central utility plant Chilled Water Piping replacement (\$16-million lump sum contract).
- **Mervyn's Department Store;** Mission Viejo and Ontario, CA:
Two-story masonry building, \$3.6-million contract - 70,000 sq. ft.
- **Bank of America;** Hong Kong, Singapore and Thailand:
Complete Interior renovation of existing offices, banking halls and branch offices in Singapore and Bangkok and Hong Kong.

Dan L. Rowland, Architects, Lamoreaux Juvenile Justice Center, Anaheim, CA (1988- 1989)

Responsibilities: Bidding, pre-award and initial on-site construction administration for the seven-story Orange County Juvenile Center lump sum contract.

Project:

- **Lamoreaux Juvenile Justice Center:** Santa Ana, CA. \$52-million contract: Seven-story steel moment frame building designed with major integral energy conservation features, including automatic interior lighting controls, occupancy sensors, computer based energy management system, high efficiency space conditioning and an underground thermal energy storage system.

Tarnutzer Construction, Various Projects, Orange, CA (1985- 1988)

Responsibilities: Performed on-site construction activities including subcontractor coordinating, scheduling, manpower loading of direct hire forces, client, agency and architect interface and change order negotiations.

Projects:

- **Long Beach City College:** Long Beach, CA: \$2.2-million - 14,000 sq. ft. *Library Expansion:* – Steel frame in-fill between two existing gym buildings. The gyms were converted to offices and study areas.
- **Cerritos Public Library:** Cerritos, CA: \$6.4-million – 32,000 sq. ft. expansion program of new and remodeled construction, cast-in-place concrete frames with waffle slab roof. Extensive interior furnishing installation and upgrade of existing *interiors*.

Santa Fe International and subsidiary Construction, New Schools and Renovation (1976- 1984)

Responsibilities: Construction management division - contracts administration unit for the construction of industrial projects, new schools and renovation of existing schools and ARAMCO housing units in Dhahran Saudi Arabia. Engaged in the formulation of numerous lump sum, unit rate and guaranteed maximum price contract and amendment proposals, change orders, fair price estimates, invoices, CPM scheduling and other construction related activities.

Projects:

ARAMCO, Dhahran, Saudi Arabia –

- **New schools and renovation of existing schools:** Separate boys and girls high schools throughout southeast Saudi Arabia. New schools were typically constructed of cast-in-place concrete and the renovation school projects were concrete frame with masonry in-fill. All schools were designed to USA building codes and standards, many by USA architects.

Various Oil Loading Terminals and Refinery Projects- USA, The Netherlands, England and Saudi Arabia

Marla Duncan

-
- Effective instructional, coaching and administrative skills, elementary and secondary
 - Strong communication skills written and verbal
 - Ability to build sustainable relationships with parents, students and staff

Experience

Los Nietos School District – Principal/Coordinator July 2006 - Present

School Principal, middle and elementary with site and district level responsibilities. In addition to the supervision of 430-student, Title 1 school with 100% free lunch and forty-eight percent English Learners, I coordinate/have implemented the following programs:

Coordinated the implementation of District-wide **Summer School program**, including budget, student assessment and placement, teacher PD, and selection of instructional materials.

Coordinated the implementation of District-wide **Reading Intervention program**, including budget and monitoring. The program services more than 300 students, with three Teachers on Special Assignment. It provides intervention support for struggling readers, using data for placement and progress monitoring to determine effectiveness of support provided.

Monitor and Supervise District **Attendance Program**, including Abolish Chronic Truancy (ACT) with Los Angeles District Attorney's Office, and Chairperson of School Attendance Review Board (SARB) #23 for seven districts to coordinate and lead Monthly meetings with families, districts, and community agencies to identify, and provide support for students who are struggling to meet the state's requirement for school attendance.

Provide support for Superintendent's Office with hiring **Substitute Teachers**. Responsible for screening, interviewing, and providing orientation for approved substitutes. Created Substitute Teacher Handbook for review and reference for new hires.

Pasadena Unified School District – Asst. Principal 2003 - 2006

Create and implement master schedule, discipline plan, School Plan for Student Achievement, and supervised, monitored and coached classified and certificated employees.

Pasadena Unified – Teacher Opportunity Room/7th Grade ELA 1998 - 2003

Served as Reading Intervention Teacher, Reading Specialist, English department chair, new teacher mentor, implemented student-led conferencing.

Daily Bulletin, Ontario, Ca. – Newspaper Reporter 1995 – 1998

Responsible for attending and reporting on all educational and city government meetings and activities, and all other news related items for the city of Fontana, Ca.



Education

M.Ed. Educational Leadership

1/2000 – 8/2002

Point Loma Nazarene University – Administrative Credential/Teaching Credential (K-12)

B.A. Journalism

1/1993 – 6/1995

California State University, Northridge, Minor Psychology

Additional Education

- ACSA Innovative Technology Academy (National Certification) - May 2014
- ACSA Special Education Academy – April 2014
- LACO Student Services Training – August 2013
- ACSA Personnel Academy 0 April 2013
- ACSA Curriculum and Instruction Academy – May 2011
- English Learner Instructional Practices

EMPLOYEE HANDBOOK 2018-2019



**Inspire Charter Schools
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Duarte, CA 91010
Phone: (626) 932-1802
Fax: (626) 470-9713
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Revised: 08/10/2018

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SECTION 1 – WELCOME

Welcome to Inspire Charter School!

We are happy to have you join us at Inspire Charter School (ICS). We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of ICS, its personnel policies and procedures, and your benefits as an ICS employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, ICS reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever ICS determines that such action is warranted. For these reasons, we urge you to check with your supervisor to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at ICS.

SECTION 2 – GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at ICS. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Director of Human Resources. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other ICS document confers any contractual right, either express or implied, to remain in ICS's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by ICS or you may resign for any reason at any time.

No supervisor or other representative of ICS except the Executive Director, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside ICS, other than to individuals affiliated with ICS whose knowledge of the information is required in the normal course of business.

SECTION 3 – PHILOSOPHY

Development of this section was accomplished through the first annual PD week in June of 2014. The faculty of the ICSs (ICS) followed the process for creating clarity set forth in *The Advantage* by Patrick Lencioni; where an organization answers six critical questions: (1) Why do we exist? (2) How do we behave? (3) What do we do? (4) How will we succeed? (5) What is most important, right now? (6) Who must do what?

CORE PURPOSE

ICS exists to inspire children to realize their potential to become extraordinary and active members of society.

CORE VALUES

The following three core values are what distinguish ICS from other schools:

1. Mentoring – to inspire students to forge their paths in the world
2. Passionate – to strive for excellence
3. Collaborative – to be active, engaging, and contributing team members

PERMISSION-TO-PLAY VALUES

The following Permission-to-Play values are minimum behavioral standards that all employees must exhibit consistently:

1. Innovative
2. Dynamic
3. Results-oriented
4. Data-driven
5. Extraordinary
6. Confident
7. Energetic

STRATEGIC ANCHORS

To ensure success of our core purpose and core values, ICS will use the following three strategic anchors to inform every decision the school makes and the basis for how decisions and actions will be evaluated:

1. Academic achievement through relevant curricula, clear expectations, and shared accountability
2. Relationship building through mentorship and consistent communication
3. Targeted marketing for homeschool and independent study students

EXPECTED SCHOOL-WIDE LEARNING RESULTS

All students at ICS strive to achieve the Expected School-wide Learning Results (ESLRs). Each year, ICS will assess student progress towards attainment of the ESLRs and review and revise the ESLRs, as necessary. ICS students will be:

1. Technologically proficient and will:

- a. Develop media literacy to analyze different information outlets and their influences.
- b. Navigate various online platforms and participate in virtual discussion.
- c. Use the Internet to acquire, organize, manipulate, interpret, and communicate information.
- d. Adapt, integrate and utilize various emerging online resources in order to compete in the workplace and connect with their passion.

2. Critical thinkers who will:

1. Produce original products through written and/or oral work, problem solutions, or artistic presentation and/or performances.
2. Problem solve through questioning, making inferences, predicting, and hypothesizing.
3. Apply learned skills to new situations or problems.
4. Take ownership of their learning and modify their performance based on feedback and assessment to attain their goals.
5. Focus on learning state adopted standards and demonstrate mastery in core content areas as evaluated through standardized assessments. (CAASSP, STAR 360).

3. Effective communicators who will:

1. Listen, speak, read, and write proficiently using standard English according to commonly accepted rubrics.
2. Articulate thoughts, rationale and logic with confidence in oral presentation.
3. Present work using a variety of media, including drawing, essays, short speech, or activity sheets.
4. Contribute effectively in collaborations during office hour discussions or Jigsaw meetings.

4. Responsible and self-directed citizens who will:

1. Set attainable personal and academic goals through the Individual Learning Plan and the Individualized Graduation Plan.
2. Demonstrate integrity and respect within the academic and personal setting.
3. Become active members of the community through community service and volunteering.
4. Be cognizant of local and global issues.

SECTION 4 – EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

EQUAL EMPLOYMENT OPPORTUNITY

ICS is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity, color, religious creed, including religious dress and grooming practices, gender, gender identity, gender expression, color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, parental status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity/expression, military service, veteran status, immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, or any other characteristic or condition protected by applicable law. Also in accordance with applicable law, the School prohibits discrimination against any qualified disabled employee or applicant, against a disabled veteran, or against a veteran of the Vietnam era. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The School will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training. Additionally, in accordance with applicable law, ICS prohibits all forms of unlawful harassment of a sexual or other discriminatory nature. Any conduct contrary to this policy is prohibited. This policy applies to all applicants and employees of the School.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the School. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Human Resource Director and request such an accommodation, specifying what accommodation he or she needs to perform the job. The School will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of ICS to ensure equal employment opportunity without discrimination or harassment on the basis of race, religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

ICS prohibits any such discrimination or harassment. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator, or other employee, including unpaid interns and volunteers of ICS to harass, discriminate against or engage in abusive conduct towards other students, teachers, administrators, (including unpaid interns and volunteers) or other employees or anyone associated with ICS through conduct or communication. The School will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, vendors or other third parties, who have workplace contact with our employees. This policy applies to all applicants and employees (or other listed individuals), whether related to conduct engaged in by fellow employees or someone not directly connected to ICS (e.g. an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

The term employee includes but is not limited to teachers, classified staff, administrators, unpaid interns and volunteers.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms “discrimination” and “harassment” includes all unwelcome conduct that comprises:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity or expression, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation whether verbally or by electronic means including email, and/or text messages
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved and whether verbally or by electronic means
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault

- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Holding company functions in inappropriate venues, such as a strip-club, sex or gender based practical jokes, sexual favoritism
- Threatening reprisals due to an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

What is abusive conduct/workplace bullying?

- Conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer's legitimate business interests.
 - Use of derogatory remarks, insults and/or epithets
 - Verbal or physical conduct that sabotages or undermines a person's work performance that is threatening, humiliating or intimidating.
- Malice is defined as conduct which is "intended by the perpetrator to cause injury to the victim or despicable conduct which is carried on by the perpetrator with a willful and conscious disregard of the rights or safety of others." (California Civil Code §3294(c)(1))

Responsibility

All ICS employees have a responsibility for keeping our work environment free of harassment, discrimination and abusive conduct.

Reporting

ICS encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, or the Director of Human Resources. In addition, ICS encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. ICS recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. ICS is serious about enforcing its policy against harassment; however, ICS cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible

for bringing any such problems to ICS's attention so it can take whatever steps are necessary to correct the problems.

Investigation/Complaint Procedure

All complaints of harassment, discrimination or abusive conduct will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor or the Director of Human Resources or the Executive Director. ICS encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination, abusive conduct or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

Misconduct constituting harassment, discrimination, abusive conduct, or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as ICS believes appropriate under the circumstances. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. ICS will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with the Director of Human Resource or the Executive Director. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of ICS prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination, abusive conduct, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

If you believe you have experienced discrimination, harassment, or abusive conduct you may file a Department of Fair Employment and Housing (“DFEH”) or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

OPEN COMMUNICATION POLICY

We want to hear from you. ICS strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. ICS is interested in all our employee’s success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor the Deputy Executive Director or the Executive Director. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. ICS will attempt to keep the employee’s concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law.

LACTATION ACCOMMODATION POLICY

ICS provides a reasonable amount of break time to accommodate a female employee's need to express breast milk for the employee's infant child. The school will also make a reasonable effort to provide the employee with the use of a room or other location in close proximity to the employee's work area for the employee to express milk in private.

An employee who would like to request an accommodation to express milk should complete an accommodation request form and contact her supervisor. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting an accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact her supervisor to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.

Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes she has been retaliated against it should be reported immediately to Human Resources or the School Leader. Discrimination against and harassment of lactating employees in any form is unacceptable, a form of prohibited sex/gender discrimination, will not be tolerated at ICS and will be handled in accordance with ICS's policy on discrimination and harassment.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship among the school, its employees, students, parents and the general public. The public impression of ICS and its interest in our school will be formed in part, by ICS employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, ICS and our school's services.

Below are several things employees can do to help leave people with a good impression of ICS.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

WHISTLEBLOWER POLICY

ICS is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of ICS policy, specifically the policies contained in ICS's Employee Handbook.

An employee who wishes to report a suspected violation of law or ICS Policy may do so confidentially by contacting any of the following individuals:

NAME	POSITION	PHONE	E-MAIL
Dr. Nick Nichols	Executive Director/CEO	818-207-3837	nick@inspireschools.org
Dr. Ed Robillard	President	213-219-2653	ed@inspireschools.org
Kimmi Buzzard	Deputy Executive Director	562-584-0427	kimmi@inspireschools.org
Shari Erlendson	Chief of Staff	619-339-1516	shari@inspireschools.org
Dacy Miranda	Chief Financial Officer	818-296-8459	dacy@inspireschools.org

ICS expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of ICS policy. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Deputy Executive Director or the Executive Director. Any supervisor, manager, or human resources staff that receives complaints of retaliation must immediately inform the Deputy Executive Director or the Executive Director.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The Director of Human Resources and a member of ICS's management will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE STATUS AND CLASSIFICATIONS

An “employee” of ICS is a person who regularly works for ICS on a wage or salary basis. “Employees” may include exempt, non-exempt, regular full-time, regular part-time, and temporary persons.

Exempt

This category includes all regular employees who are determined by the School to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work. Full-time Teachers and Administrators are Exempt employees.

Non-Exempt

This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime for hours worked beyond 8 hours in one workday or beyond 40 in one workweek, as well as meal and rest breaks as prescribed by law. All part-time and temporary employees are non-exempt. Additionally, most Classified staff are Non-exempt employees.

Regular Full-Time

Employees who are regularly scheduled to work 30 or more hours per week and are generally eligible for the ICS’s benefit package, subject to the terms and conditions, and limitations of each benefit program.

Regular Part-Time

Employees who are regularly scheduled to work less than 30 hours per week, and generally not eligible for ICS’s benefit package.

Temporary (Full-Time or Part-Time)

Those whose performance is being evaluated to determine whether further employment in a specific position or with ICS is appropriate or individuals who are hired as interim replacements to assist in the completion of a specific project or for vacation relief. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain that status until they are notified of a change. They are not eligible for any of ICS’s benefit programs.

Every member of the team is designated as “Certificated Employee” or “Classified Employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Certificated Employee

Certificated Employees are teachers and administrators. Teachers are B-Basis (11 Months) or C-Basis (10 Months) employees. Administrators are A-Basis (12 Months) or B-Basis (11 Months) employees. 12

Classified Employee

Classified Employees include those employees hired by ICS that do not primarily instruct students, nor require state certification, such maintenance, assistants and other operational employees. Full-time classified employees are A-Basis (12 Months), B-Basis (11 Months), D-Basis (11 months) or C-Basis (10 Months) employees.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or your supervisor will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short- term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with Human Resources or your supervisor. All schedule changes or modifications must be approved by the Executive Director.

ICS reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has written approval from the Senior Director to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

Non-Exempt Employees:

The Chief of Staff will determine the normal working hours for non-exempt employees. The typical hours in ICS offices is 8:00 a.m. to 4:30 p.m. Non-exempt employees are entitled to two ten (10) minute rest breaks and a thirty (30) minute meal break and are entitled to overtime pay as required by law. Non-exempt employees work year round.

Exempt Employees

The Deputy Executive Director will determine the normal working hours for exempt employees. Exempt employees, including but not limited to teachers, directors, and senior directors will be expected to work the number of hours necessary to complete their assigned responsibilities.

WORKWEEK AND WORKDAY

ICS's workweek is from Sunday at 12:00 A.M. through the following Saturday at 11:59 P.M.

SCHOOL HOLIDAYS

The School observes 13 paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday
- Washington's Birthday
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees, and teachers are not eligible for holiday pay. Exempt employees and teachers will receive their regularly scheduled pay during holidays.

Eligible employees will receive time off with pay at their regular rate of pay on the School-observed holidays listed above. When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or following Monday. However, the School may close on another day. Holiday observance will be announced in advance. The School reserves the right to change this policy at any time, with or without notice.

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

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee may use paid vacation (or PTO) if the employee has unused paid time off available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent an undue hardship.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- Due to closure of schools because of inclement weather

- Due to sickness with a doctor's note verifying need for absence
- Prior to or following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

SPECIAL VIRTUAL CLASSROOM EMPLOYMENT CONDITIONS

Teachers may be assigned to provide enrichment activities/lessons in ICSs' Enrichment Academies and/or learning center locations.

Position Responsibilities:

1. Teachers may be assigned a "Virtual Class" or "Virtual Classes"
2. Teachers are provided, at ICSs' expense, a computer capable of maintaining a high speed internet connection for their entire virtual class.
3. Teachers must be available each school day from 8:00 am – 5:00 pm by internet and/or phone.
4. Teachers **may** be required to conduct a virtual classroom session **up to** two (2) hours per day for grades TK – 8 and **up to** three (3) hours per day for grades 9 – 12.
5. Teachers must have access to a phone for calling/responding to students/parents during the teacher's scheduled time within two (2) hours by phone or four (4) hours by internet.
6. Teachers will use the tracking and monitoring system integrated into the student's assigned course. Teachers will provide continual monitoring of the student's progress and their scheduled benchmarked progress status.
7. Teachers will be responsible for all virtual school required recordkeeping and reporting.

Training:

Teachers are required to attend training sessions hosted virtually or in-person. Mileage reimbursement will follow standard ICS protocols and procedures.

Worksites:

Most classes will be held virtually. Teachers may work from home.

ATTENDANCE AND PUNCTUALITY

Employees are expected to observe regular attendance and be punctual. Each of our employees is critical to our success. Therefore, regular attendance and punctuality is considered an essential function of all positions. If you are unable to report for work on any particular day, you must call your supervisor at least one hour before the time you are scheduled to begin working for that day. If you call in less than one hour before your scheduled time to begin work, you will be considered

tardy for that day. Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The School understands that in some cases, advance notice is not possible. In these cases, notify your supervisor personally at the earliest possible moment. If requested, you must provide verification of the reason for your absence.

More than three instances of tardiness by a non-exempt employee or instructional employee during any twelve-month period are considered excessive. Any unexcused absence is considered excessive.

If you fail to report for work without any notification to your supervisor and the absence continues for a period of 3 business days, the School will determine that you have abandoned your job and voluntarily terminated your employment.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Nonexempt employees must accurately complete time records within the School's timekeeping system on a daily basis. Each time record must show the exact time work began and ended, the meal periods taken, and your signature. Absences and overtime must be accurately identified on your time record. Non-exempt employees are not allowed to work "off the clock." All time worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record. Employees must record all time actually worked; working off the clock is prohibited.

Exempt employees must report full days of absence from work. Deductions from an exempt employee's salary will be made only in accordance with applicable law. Employees should immediately contact the Chief Financial Officer with any questions concerning their pay so that inadvertent errors can be corrected.

OFF THE CLOCK WORK

ICS prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet. This includes the use of laptops, computers, PDAs or cell-phones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meal and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not join together required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to School policy, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by worker's compensation.

Failure to comply with the School's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Non-exempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. The employee may waive this meal period if his/her workday will be completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from their supervisor and complete a "Meal Period Waiver" form.

Non-exempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed meal period on that day's time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's time sheet. Meal periods are unpaid time and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

Rest Periods

Non-exempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or used towards additional time off.

Hours Worked Number of Rest Periods

3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the day's time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to Human Resources.

PAYDAYS

Paydays at ICS are the 15th of the month and the last day of the month. The Payroll Coordinator or his or her designee will distribute checks to those who do not have direct deposit. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be distributed the preceding business day.

A written, signed authorization is required for mail delivery or for delivery of your paycheck to any other person. If you have automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual “payday,” the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

If a wage garnishment order is received by ICS for one of our employees, we are obligated by law to comply with the demand. The effected employee will receive notice from his or her supervisor or the Chief Financial Officer as soon as possible.

PAYROLL WITHHOLDINGS

ICS is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS) and State Disability Insurance from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, ICS must comply with that order within the time allowed by law, and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions ICS will work in good faith to resolve errors as soon as possible. The employee should notify the Payroll Coordinator or his or her designee of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask the Chief Financial Officer or his or her designee to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to Human Resources.

COMPENSATION

The school board may adjust compensation by up to 15% in the form of a salary increase or reduction based on actual enrollment or other financial conditions; any increase is contingent on enrollment and positive employee performance. Notable exceptions to this policy are part-time teachers, who are paid by the student and classified staff earning minimum wage. The salary schedule is based on what the board will deem to be reasonable enrollment and budgetary targets. Salary changes will only be permitted at the end of the 1st three fiscal quarters – namely September 30th, December 31st, and March 30th.

SECTION 6 - CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

ICS employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with ICS within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, official transcripts, and/or test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Director and the School with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail re-certification, training, or testing, ICS is required to remove you from the work schedule until you meet the requirements or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in delay of your ability to begin work or termination.

Results of these tests are strictly confidential. TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

ICS recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students,

coworkers or others. ICS will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees must have Live Scan fingerprint results on file with ICS. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to ICS prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by ICS may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an employee.

ICS shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

ICS may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, ICS will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with ICS’s lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with ICS.

For additional information on background checks, please contact the Deputy Executive Director.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is ICS’s policy that all school employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

“Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.”

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware of suspected child abuse should request class coverage from the Main Office immediately and report the suspicions as required.

It is extremely important that ICS's employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

Your Director is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without ICS's assistance, he or she is required to notify ICS of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with ICS.

PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of his or her personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Director of Human Resources. All requests should be put in writing preferably on the form maintained by ICS. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy: letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYEE INFORMATION

An employee is responsible for notifying their designated human resource specialist about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as close to the change as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

PERFORMANCE EVALUATIONS

Administrative and Classified Staff:

Performance evaluations generally are conducted annually to provide both employees and supervisors with the opportunity to discuss the employee's position, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving performance. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of ICS and depend upon many factors in addition to performance.

Teachers:

At the start of each academic year, each Teacher will meet with their Senior Director to establish Performance Objectives or SMART Goals for that school year. The Teacher will put these objectives in writing in accordance with a template to be provided by the Senior Director.

The Senior Director will then evaluate the Teacher's performance at least once a year formally and on an ongoing basis informally. The evaluation will be based on factors including the Teacher's job description, accomplishment of the Performance Objectives, the ICS's charter, and standards for teaching performance developed by the Director, the ICS's Board of Directors, and/or other ICS staff.

In addition to these more formal performance evaluations, ICS encourages you and your supervisor to discuss your job performance on an ongoing basis.

SECTION 8 – LEAVES

FAMILY MEDICAL LEAVE ACT/CALIFORNIA FAMILY RIGHTS ACT¹

Eligible employees may request a family and medical leave of absence under the circumstances described below. Eligible employees are those who have been employed by the School for at least 12 months (not necessarily consecutive), have worked at least 1250 hours during the 12 months immediately prior to the family and medical leave of absence, and are employed at a worksite where there are 50 or more employees of the School within 75 miles.

Ordinarily, you must request a planned family and medical leave at least 30 days before the leave begins. If the need for the leave is not foreseeable, you must request the leave as soon as practicable. You should use the School's request form, which is available upon request from Human Resources. Failure to comply with this requirement may result in a delay of the start of the leave.

A family and medical leave may be taken for the following reasons:

1. The birth of an employee's child or the placement of a child with the employee for foster care or adoption, so long as the leave is completed within 12 months of the birth or placement of the child;
2. The care of the employee's spouse, child, parent, or registered domestic partner with a "serious health condition";
3. The "serious health condition" of the employee;
4. The care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
5. Any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

A "serious health condition" is one that requires inpatient care in a hospital or other medical care facility or continuing treatment or supervision by a health care provider. You may take a leave under paragraph (2) above only if due to a serious health condition, your spouse, child, parent, or

¹ Employees may qualify for FMLA/CFRA Leave only if the School has 50 or more employees, the employees work within 75 miles of their respective worksites and meet other eligibility requirements set forth above. Please check with Human Resources to determine whether you are eligible for FMLA/CFRA leave.

registered domestic partner requires your care or assistance as certified in writing by the family member's health care provider. If you are seeking a leave under paragraph (3) above, you must provide the School with a medical certification from your health care provider establishing eligibility for the leave, and you must provide the School with a release to return to work from the health care provider before returning to work. You must provide the required medical certification to the School in a timely manner to avoid a delay or denial of leave. You may obtain the appropriate forms from Human Resources.

Family and medical leave may be taken for up to 12 workweeks during the designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period). The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available. Qualifying leaves to care for a member of the Armed Services who has a serious illness or injury will be calculated on the 12-month period looking forward. All time off that qualifies as family and medical leave will be counted against your state and federal family and medical leave entitlements to the fullest extent permitted by law.

You will be required to use any accrued vacation during unpaid family and medical leave. You will also be required to use any accrued paid sick leave during unpaid family and medical leave that is due to your own or a family member's serious health condition. However, if an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program) or workers' compensation insurance plan, the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or paid sick leave.

During a family and medical leave, group health benefits will be maintained as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

If you do not return to work on the first workday following the expiration of an approved family and medical leave, you will be deemed to have resigned from your employment. Upon returning from such a leave, you will normally be reinstated to your original or an equivalent position and will receive pay and benefits equivalent to those you received prior to the leave, as required by law. In certain circumstances, "key" employees may not be eligible for reinstatement following a family and medical leave. The School will provide written notice to any "key" employee who is not eligible for reinstatement.

If you have any questions concerning, or would like to submit a request for a family and medical leave of absence, please contact Human Resources.

PREGNANCY DISABILITY LEAVE

The School provides pregnancy disability leaves of absence without pay to eligible employees who are temporarily unable to work due to a disability related to pregnancy, childbirth, or related medical conditions. Employees should make requests for pregnancy disability leave to their supervisor at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events. A health care provider's statement must be submitted, verifying the need for such leave and its beginning and expected ending dates. Any changes in this information should be promptly reported to Human Resources. Employees returning from pregnancy disability leave must submit a health care provider's verification of their fitness to return to work.

The School will make a good faith effort to provide reasonable accommodations and/or transfer requests when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, the School may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

Eligible employees are normally granted unpaid leave for the period of disability, up to a maximum of four months (or 17 1/3 weeks or 693 hours) per pregnancy. Employees will be required to use any accrued sick time during any unpaid portion of pregnancy disability leave. Employees may also elect to use any accrued vacation time during any unpaid portion of pregnancy disability leave. If an employee is receiving benefit payments pursuant to a disability insurance plan (such as California's State Disability Insurance plan or Paid Family Leave program), the employee and the School may mutually agree to supplement such benefit payments with available vacation and/or sick leave.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during the approved pregnancy disability leave period and will resume upon return to active employment. Group health benefits will be maintained during the approved pregnancy disability leave as if you were continuously employed. However, you must continue to pay your share of applicable premiums (for yourself and any dependents) during the leave.

So that an employee's return to work can be properly scheduled, an employee on pregnancy disability leave is requested to provide the School with at least one week's advance notice of the date she intends to return to work.

When an approved pregnancy disability leave ends, the employee will be reinstated to the same position, unless the job ceased to exist because of legitimate business reasons. An employee has no greater right to reinstatement to the same position or to other benefits and conditions of employment than if she had been continuously employed in this position during the pregnancy disability leave or transfer. If the same position is not available, the employee will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. An employee has no greater right to reinstatement to a comparable

position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

If you have any questions regarding pregnancy disability leave, please contact Human Resources.

MILITARY SPOUSE LEAVE

An eligible employee-spouse of a qualified service member is entitled to take ten (10) days unpaid leave during a period when the spouse is on leave from deployment during a period of military conflict.

An eligible employee must work an average of 20 hours per week; must provide notice of his or her intention to take the leave within two (2) business days of receiving official notice that the service member will be on leave; and submit written documentation certifying that the service member will be on leave during the time the leave is required.

The employee may use accrued vacation/sick or PTO for this leave.

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (FMLA/CFRA). Unless otherwise mandated by law, employees on a leave of absence of more than 4 months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

BEREAVEMENT LEAVE

ICS provides full-time employees up to three days of paid bereavement leave, beyond sick or personal time, due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five with prior approval from your supervisor.

JURY DUTY LEAVE

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

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

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

TIME OFF TO VOTE

The School will allow any nonexempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without loss of pay to vote. The request must be made at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the School and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the School will not pay the employee for this time off. Vacation or personal hours which have accrued but not been used may be paid to the employee for this time off.

SCHOOL ACTIVITIES LEAVE

The School encourages employees to participate in the school activities of their child(ren). The leave is subject to all of the following conditions:

- Parents, guardians, or grandparents having custody of one or more children in a licensed daycare, kindergarten or grades 1 through 12 may take time off to participate in the activities of the daycare or school;
- The time off for school activity participation cannot exceed eight (8) hours in any calendar month, or a total of forty (40) hours each year;
- Employees planning to take time off for school visitations must provide as much advance notice as possible to their supervisor;
- If the School employs both parents, the first employee to request such leave will receive the time off. The other parent will receive the time off only if the leave is approved by his or her supervisor;
- Employees must use existing vacation or personal leave in order to receive compensation for this time off;
- Employees who do not have paid time off available will take the time off without pay.
- Documentation of participation may be requested and will be sufficient if it is provided in writing by the school or the licensed child care/day care facility.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid but the employee may choose to use accrued vacation, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a crime if they are:

- A victim of a crime
- An immediate family member of a victim;
- A registered domestic partner of a victim; or
- The child of a registered domestic partner of a victim

An employee must give reasonable advanced notice to the school by providing documentation of the proceeding. Documentation may be any of the following:

- Notice from the court or government agency setting the hearing;
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid but the employee may choose to use accrued vacation, sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE

If you are a victim of domestic violence, you may take unpaid time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking.]

You must give the School reasonable notice unless advance notice is not feasible, and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault;

- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the School for help or changes in their workplace to make sure they are safe at work. The School will work with its employees to see what changes can be made. Changes in the workplace may include changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The School may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for an accommodation. The School will maintain confidentiality regarding any requests for accommodations under this policy.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

Employers are prohibited from discharging, discriminating or retaliating against an employee who is a victim of domestic violence or the victim of sexual assault for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation.

MILITARY LEAVE

California's military leave laws, found at Military & Veterans Code section 389 et seq. and the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), found at 38 U.S.C. Section 4301 et seq. ensure that employees are not adversely affected in their employment after taking leave for military service. Employees who serve in the military and are entitled to a military leave of absence without pay from the School under applicable laws should notify the Director of Human Resources regarding the need for military leave.

Please see the Director of Human Resources for more information regarding job reinstatement rights upon completion of military service.

ADULT LITERACY LEAVE

Pursuant to California law, the School will reasonably accommodate any eligible employee who seeks to enroll in an adult literacy education program, provided that the accommodation does not impose an undue hardship on the School. The School does not provide paid time off for participation in an adult literacy education. However, you may utilize accrued vacation if you

want compensation for this time off. If you do not have accrued vacation available, you will be permitted to take the time off without pay.

ORGAN DONOR / BONE MARROW DONOR LEAVE

If you volunteer to donate an organ you may take up to thirty (30) days paid leave per year for this process or up to five (5) days paid leave for the donation of bone marrow.

You must give as much notice as is practicable and must provide certification of the medical necessity of the procedure. You will be required to use up to two weeks of any accrued paid leave (sick and/or vacation/PTO) for organ donation and up to five (5) days accrued paid leave (sick and/or vacation/PTO) for bone marrow donation. This leave does not run concurrently with FMLA/CFRA. You must have been employed for at least a 90-day period immediately preceding the beginning of the leave, if otherwise eligible.

You may take this leave incrementally, as medically necessary, or all at one time. All health benefits shall be maintained during this leave to the extent they exist at the time of the leave. This leave shall not be considered a break in service and the employee shall continue to accrue paid time off and other benefits as if they had continued working. The Employee shall be required to pay any portion of their benefits they are currently paying.

An employee shall not have any greater rights during this leave than if he or she had been actively working during this time but will be reinstated to their same or equivalent job prior to the leave. No employee shall be discriminated or retaliated against for taking an organ donation or bone marrow leave.

DRUG & ALCOHOL REHABILITATION LEAVE

ICS will reasonably accommodate any employee who volunteers to enter an alcohol or drug rehabilitation program, if the reasonable accommodation does not impose an undue hardship on the school. Reasonable accommodation includes time off without pay and adjusting work hours. You may use accrued and unused sick leave. All reasonable measures to safeguard your privacy will be maintained.

VOLUNTEER CIVIL SERVICE LEAVE

You are allowed to be absent from work to engage in volunteer emergency duty as a volunteer firefighter, reserve police officer or emergency rescue personnel. This is an unpaid leave but the employee may use any earned sick, vacation and/or PTO.

CIVIL AIR PATROL LEAVE

ICS provides eligible employees who are volunteer members of the California Wing of the Civil Air Patrol and are called to emergency operational missions up to 10 days of unpaid leave per calendar year. Leave for a single emergency operational mission will generally be limited to three

days unless an extension is granted by appropriate government entities and approved by the company.

To be eligible, employees must have been employed with the company for 90 days immediately preceding the commencement of leave. Additionally, the company may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave requested or taken.

Employees may use accrued, unused paid time off (including [vacation/personal leave]) for leave taken under this policy. The notice and eligibility requirements for any such paid time off will generally apply to an employee's request for use of paid time off under this policy.

SECTION 9 – BENEFITS

Paid time off (PTO)

Paid Time Off provides A-Basis (12 Months) school based employees with an entitlement of days away from work with pay. PTO days may be used for vacation, personal time, illness or time off to care for family or dependents.

PTO must be scheduled at least five days in advance and approved by your supervisor, except in the case of an illness or emergency. In the case of illness or emergency you are required to contact your immediate supervisor at least three hours before your shift begins, if possible. Employees using extended PTO time (in excess of 3 days) must submit a request at least two weeks before the extended PTO or if used as sick time the employee must submit a doctor's release upon return to work. Your supervisor uses his/her discretion to approve PTO without advance notice.

Temporary employees, part time employees, workers being paid short or long-term disability insurance, and workers being paid workers' compensation are not eligible to receive or accumulate PTO.

PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, or immediately before or after holidays without supervisor's permission.

On July 1st all A-Basis (12 Months) school based employees are credited 10 days of PTO which are accumulated throughout the contracted year. Once an employee's accrued PTO balance reaches 20 days, the employee stops accruing PTO until PTO is used and the employee's balance falls below the 20-day cap. PTO days will not accrue during any unpaid leave of absence.

PTO EXCEPTIONS

- Employees, who miss more than three consecutive unscheduled days, may be required to present a doctor's release to the Human Resources department and/or Supervisor that permits them to return to work.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by your supervisor and will be taken without pay.
- Any employee who misses three consecutive days of work without notice to their supervisor may be cause for termination.
- Upon separation of employment, employees will be paid their earned PTO based on their date of separation and their hourly rate of pay.
- PTO accumulated prior to the start of a requested and approved unpaid leave of absence must be used to cover hours missed before the start of the unpaid leave.
- In the event an employee has exhausted his or her PTO, any additional time off must be approved by your supervisor and will be taken without pay.

SICK LEAVE

- Full-time A-Basis, B-Basis, C-Basis, and D-Basis school based employees shall be entitled to 10 days with full pay for each school year for purposes of personal illness, injury, time off to care for family or dependents due to illness or injury.
- Whenever possible, teachers must call their supervisor as soon as the need to be absent is known, but no later than noon the day before the scheduled work day, or must call the Director no less than three hours prior to the start of the work day, unless it was an emergency to permit the employer time to secure a substitute service. Failure to provide adequate notice is grounds for disciplinary action.
- Teachers may report their absence as a one-day only absence. If the absence needs to be extended, the teacher shall notify the Director or designee as soon as possible. This practice can help assure consistency of coverage.
- In the event that a teacher requests a sub and decides to attend work anyway, the teacher will still be charged a sick day.
- When a substitute is being called, a teacher who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the accumulated leave; and if the absence exceeds more than one-half (1/2) day, a full day shall be deducted from accumulated leave.
- Unused sick leave shall accumulate up to 18 days. Employees are not entitled to any pay out of unused sick leave upon separation from employment.
- Unused sick leave in excess of 18 days will be placed in a general pool for full-time employees to be used for the event of emergency; as requested and approved by the administration. Generally speaking drawing from the pool will support leaves that are limited to 6-8 weeks at most.

INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by ICS. These insurance benefits will include medical, dental, and vision. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by ICS. This amount will be determined on an annual basis. The employee's portion of the monthly premiums will be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence of more than four (4) months are responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA.

Full-time employees will also be covered under a life insurance policy at no cost to the full-time employee. Additional voluntary insurance plans will be offered through the school that will be the employee's responsibility to purchase and pay for.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under ICS's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at ICS group rates plus an administration fee. ICS or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under ICS's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security. When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your husband or wife, or former husband or wife, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

ICS withholds income tax from all employees' earnings and participates in FICA (Social Security), for temporary employees and Medicare withholding and matching programs as required by law.

STATE DISABILITY INSURANCE

All employees are enrolled in California State Disability Insurance (SDI), which is a partial wage replacement insurance plan for California workers. Employees may be eligible for SDI when they are ill or have non-work related injuries, or may be eligible for work related injuries if they are receiving workers' compensation at a weekly rate less than the SDI rate. Specific rules and regulations relating to SDI eligibility are available from Human Resources.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMPUTER, EMAIL AND INTERNET POLICY

Every employee is responsible for using the ICS's computer system, including, without limitation, its electronic mail (Email) system and the Internet, properly and in accordance with this policy. Any questions about this policy should be addressed to the employee's immediate supervisor.

The computers that you use at work and the E-mail system are the property of ICS and have been provided for use in conducting ICS business. All communications and information transmitted by, received from, created, or stored in its computer system (whether through word processing programs, Email, the Internet or otherwise) are ICS records and property of ICS. The computer system is to be used for school purposes only. Employees may, however, use ICS technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with ICS business, and does not violate any ICS policies:

- To send and receive necessary and occasional personal communications;
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

ICS has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email sent and received by users. Further, ICS may exercise its right to monitor its computer system for any reason and without the permission of any employee. Employee use of ICS's computer system constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the computer system (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from ICS's computers is not assured. Use of passwords or other security measures does not in any way diminish ICS's right to monitor and access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to ICS for any reason that ICS, in its discretion, deems appropriate. Further, employees should be aware that deletion of any Email messages or files would not truly eliminate the messages from the system. All Email messages and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, even though ICS has the right to retrieve, read and delete any information created, sent, received or stored on its computer system, Email messages should still

be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Executive Director.

Professional Use of Computer System Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write Email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on ICS letterhead. Because Email and computer files may be subject to discovery in litigation, employees are expected to avoid making statements in Email or computer files that would not reflect favorably on the employee or ICS if disclosed in litigation or otherwise.

Offensive and Inappropriate Material

ICS's policy against discrimination and harassment, sexual or otherwise, applies fully to ICS's computer system, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in ICS's computers. Employees encountering or receiving this kind of material should immediately report the incident to their Director.

ICS may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by ICS networks. Notwithstanding the foregoing, ICS is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to ICS's blocking software.

Solicitations

ICS's computer system (including, without limitation, its Email system) may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from your Director required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of your Director.

Games and Entertainment Software

Employees may not use an ICS Internet connection to download games or other entertainment software, or to play games over the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to ICS's "Confidential Information" policy, contained herein, for a general description of what ICS deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

ICS's computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from your Director. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Any ICS approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of ICS, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of ICS."

Maintenance and Security of the System

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to ICS's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to ICS's network.

Files obtained from sources outside ICS including disks brought from home; including files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to email; and files provided by customers or vendors, may contain dangerous computer viruses that may damage ICS's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-ICS sources, without first scanning the material with ICS approved virus checking software. If you suspect that a virus has been introduced into ICS network, notify technology personnel immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

ICS reserves the right to modify this policy at any time, with or without notice. ICS may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

Acknowledgement

Employees acknowledge this policy by signing the receipt of this handbook.

SOCIAL MEDIA POLICY

ICS has adopted the following policy with regard to employees' behavior on social networking sites. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the School who will have unrestricted access to, and control of, such sites.

Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Teachers are not to initiate "friendships" with students or parents. Employees must delete any students already on their "friends" list immediately.

With regard to social networking content, employees should not use commentary deemed to be defamatory, obscene, proprietary, or libelous with regard to any school-related business or policy, employee, student, or parent. Additionally, employees should exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Employees should weigh whether a particular posting puts his/her effectiveness as a School employee at risk. ICS encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

Due to security risks, employees must be cautious when installing the external applications that work with the social networking site. At a minimum, it is recommended that all employees should have all privacy settings set to "Only Friends". The settings "Friends of Friends" and "Networks and Friends" open your content to a large group of unknown people, including students.

Personal or Professional Blogs

If you are developing a website or writing a blog that will mention ICS, you must identify that you are an employee of the organization and that the views expressed on the blog or web site are yours alone and do not represent the views of ICS. Unless given permission by Deputy Executive Director, you are not authorized to speak on behalf of ICS or to represent that you do so. If you are developing a site or writing a blog that will mention ICS, as a courtesy to the organization, please let your Director know in advance of publication. Your Director may choose to visit your blog or social networking site from time to time.

You may not share information that is confidential and proprietary with regard to ICS. This includes, but is not limited to, information about curriculum, school dynamics, school programs, future goals, or current challenges within the organization. These are given as examples only and do not cover the range of what ICS considers confidential and proprietary. If you have any

questions about whether information has been released publicly or doubts of any kind, speak with your Director.

When writing a blog or participating in any other social networking site, employees should speak respectfully about ICS and our current and potential employees, students, parents, and competitors. Name-calling or behavior that will reflect negatively on the organization's reputation is discouraged. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by ICS and can result in disciplinary action, up to, and including termination.

All employees who engage in social networking are legally liable for anything he/she writes or presents online. Employees can be disciplined by ICS for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create an unlawful hostile work environment. You can also be sued by ICS's employees, competitors, and any individual or company that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Deputy Executive Director.

Failure to comply with ICS's social medial policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

ICS attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Laptop Computers

Each staff member assigned a laptop for professional use shall be required to sign a laptop Agreement Form and will be charged for any damages, loss or theft to the laptop caused by willful misconduct and/or negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the School.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secured environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures;
- Keep food and drinks away from all computing devices and work areas;
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
 - o immediately report the incident to his/her immediate supervisor;
 - o obtain an official police report documenting the theft or loss; and
 - o provide a copy of the police report to his/her immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

The School is under no legal, financial or other obligation to provide for a replacement computing device to any employee whose device is lost, stolen or damaged.

The School may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures regarding Employee Computers and Portable Computing Devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

CELL PHONE POLICY

Personal cell phone use is not permitted while you are working. Cell phones should be turned off and stored with your other personal belongings while you are working.

If you are required to perform business on a cell phone for ICS while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text based communications on your cell phone while driving a School vehicle or your own vehicle to

conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

If you are assigned a School cell phone to conduct School business, please notify your supervisor if the cell phone is misplaced, stolen, or damaged. Personal calls, received or placed, are not allowed on School cell phones.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected. Cell phones, texting, and pagers are not allowed so that the activities or discussion are not disturbed. Employees should wait to make personal phone calls during breaks.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, ICS has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the School's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by ICS.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by ICS employees is prohibited at all times in all working areas on school premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by ICS.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The ICS must approve any postings prior to posting.

ICS reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employees are required to leave school premises and other work areas at the completion of their workday. Employees are not permitted to enter or remain on school premises or work areas unless the employee is on duty, scheduled for work, coming to or departing from scheduled work, or otherwise has specific authorization from their supervisor.

Definitions

School "premises": property owned, leased, operated, managed or controlled by the school, including buildings, parking lots, and play areas that the school has the right to use exclusively or in common with others, vehicles owned or operated by the school, and any location where school-sponsored activities are taking place, such as restaurants, banquet halls, athletic facilities, parks or other recreational facilities.

Work time: any time when employees are engaged in or required to be performing work tasks. Work time does not include break periods, meal times, or other periods during the workday when employees are properly not engaged in performing their work tasks.

Work areas: all areas controlled by the school where employees are performing work, except cafeterias, employee break areas, and parking lots (non-work areas).

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Director of Human Resources. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to your supervisor.

NEPOTISM POLICY

ICS permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of ICS, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. ICS will use sound judgment in the placement of related employees in accordance with the following guidelines:

Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor-to-subordinate relationship exists. That is, no employee is permitted to work within "the chain of command" when one relative's work responsibilities, salary, hours, career progress, benefits, or other terms and conditions of employment could be influenced by the other relative.

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

Employees who marry while employed, or become part of the same household are treated in accordance with these guidelines. If in the opinion of ICS, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.

ANTI-NEPOTISM POLICY FOR BOARD MEMBERS

Anti-Nepotism

No close relative of any member of the Governing Board of ICSs (“Inspire”), or its employees, shall be employed by Inspire in any day to day capacity. If an existing employee becomes a close relative to a member of the Governing Board of Inspire, the board member will resign from the Governing Board.

If existing employees become close relatives to another employee during employment, and in the case of a close relative employed, in no case will the employees remain in a capacity in which one would serve as an assistant and/or subordinate to the related employee. No Inspire employee may participate in the process of supervision or evaluation of the close relative employee as defined below.

School administrators responsible for recruiting and interviewing potential employees shall seek the best person available for the position.

Definition of Close Relative

For purposes of this policy, close relative is defined as: spouse; registered domestic partner; natural, step or foster mother or father; natural, step or half-sister or brother; natural, step or foster child or grandchild; guardian or ward; natural, step or foster grandmother or grandfather; or the spouse of any of the above listed relatives.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a Building Key Disbursement Form upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the School. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Office Manager or Director of School Support.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time ICS may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in ICS's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for ICS property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to ICS. ICS will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

ICS has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect ICS or which occur on ICS property will not be tolerated. Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at ICS or to create a hostile, abusive, or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on ICS premises, regardless of the relationship between ICS and the parties involved.
- All threats or acts of violence occurring off ICS premises involving someone who is acting in the capacity of a representative of ICS.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy ICS property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapon

ICS's prohibition against threats and acts of violence applies to all persons involved in ICS's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on ICS property. Violations of this policy by any individual on ICS property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to their Director.

SECTION 11 – STANDARDS OF CONDUCT

PERSONAL STANDARDS

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. Your Director or immediate supervisor will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity.

TEACHER-STUDENT INTERACTIONS

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

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

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented

- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any after-school activity on or off campus (exclusive of tutorials).
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
- Keeping the door open when alone with a student.
- Keeping reasonable and appropriate space between you and the student.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior-staff or administration if you find yourself in a difficult situation related to "boundaries."
- Involving your direct supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.

- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-fives, and handshakes are appropriate.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

PHYSICAL CONTACT WITH STUDENTS

It is the policy of ICS that no teacher or staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question. If the child or other staff member has not requested that they not be touched, then the following forms of touching are considered appropriate:

- Pats on the shoulder or back
- Hand-shakes
- “High fives” and hand slapping
- Touching shoulders and arms around the shoulder area
- Touching face to check temperature, wipe away a tear, and remove hair from face or other similar types of contact for similar purposes
- Patting a student on the knee (grades K through 5)
- Sitting students on one’s lap (grades K-2) for purposes of comforting the child
- Holding hands while walking with small children or children with significant disabilities
- Arms around shoulders

- Reasonable self defense
- Reasonable defense of another
- Reasonable restraint of a violent person to protect others or property

Except as discussed above, the following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, chests or genital areas
- Pushing a person or another person's body part (other than in self-defense, defense of another or property)
- Showing affection in isolated areas
- Wrestling with students or other staff-member
- Bench-pressing another person
- Tickling, piggyback rides or massages
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy does not prevent touching a student for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another or the child or to protect property is legally allowed. Excessive force is prohibited.

An attempt to violate this policy by placing another person in reasonable apprehension that they will be a victim of one of the acts prohibited under this policy is also prohibited. A reasonable apprehension normally includes an overt act, but words alone may be sufficient to violate this policy if the words uttered were such that under the circumstances it could be reasonably assumed that physical contact would be attempted. Violation of this policy could subject the teacher or staff member to discipline up to and including termination. This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or children with a disability, touching is more appropriate. A touch for the purpose of helping (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. An accidental touch is never inappropriate provided it is a true accident. It is impossible to define each and every instance when touching is

inappropriate. Teachers and staff members should apply the rules of common sense in the circumstances they find themselves.

Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor or The Deputy Executive Director promptly. ** A reasonable suspicion means something more than a mere suspicion but less than absolute knowledge. It is based on facts which would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

Your Director will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all other privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Deputy Executive Director shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

California Penal Code Section 11166 requires any teacher or child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

CUSTOMER & PUBLIC RELATIONS

The School's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Deputy Executive Director.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the School. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the School.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any time card, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time.
- Consuming, possessing, or being under the influence of alcohol and/or drugs during working hours or at any time on School property or job sites.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management.
- Unreported absence on scheduled workdays.
- Unauthorized use of School equipment, time, materials, facilities, or the School name.
- Sleeping or malingering on the job.
- Failure to observe working schedules, including the required rest and meal periods.
- Engaging in criminal conduct whether or not related to job performance.
- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of sick leave.

- Making or accepting personal telephone calls during working hours except in emergencies.
- Failure to provide a physician's certificate when requested or required to do so.
- Wearing extreme, unprofessional or inappropriate styles of dress or hair while working.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Working overtime without authorization or refusing to work assigned overtime.

CONFIDENTIAL INFORMATION

You may, during the course of your duties be advised of certain confidential business matters and affairs of the School regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the School and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, personnel information and financial information. You shall not, either during your employment with the School or any time in the future, directly or indirectly:

- Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment;
- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the School;
- Without the written consent of the School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the School, except to the extent required in the ordinary course of your duties.

Upon termination of employment, employees are required to immediately return to the School all property of the School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the School.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the School or which give the appearance of such impairment create an actual or potential conflict of interest. For example, romantic or personal relationships between a supervisor and subordinate employee can lead to supervisory problems, claims of harassment and morale problems.

Any employee involved in such situations or relationships must immediately and fully disclose the nature of the situation or relationship to the Deputy Executive Director so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

ICS expects employees to devote their best efforts to the interests of our school. ICS recognizes your right to engage in activities outside of your employment, which are of a private nature and unrelated to our business. However, outside activities (second jobs, side businesses, clubs, etc.) must not interfere with your ability to fully perform your job duties at ICS or create a conflict of interest with your statutory duty of loyalty to the School. The School prohibits employees from working with another School or external organization that competes with ICS whether as a regular employee or as a consultant.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Deputy Executive Director to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at ICS. If you wish to participate in outside work activities you are required to obtain written approval from the Deputy Executive Director prior to starting those activities. Approval will be granted unless the activity conflicts with ICS's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at ICS.
- Involve organizations that are doing or seek to do business with ICS including actual or potential vendors.
- Violate provisions of law or ICS policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to ICS must be given priority. Full time employees are hired and continue employment with the understanding that ICS is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

ICS will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of ICS business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the school's policy regarding expenditures. In general, the immediate supervisor must have previously approved all expenses, prior to the employee spending money. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the Accounts Payable Coordinator/Business Manager for payment process. Prior to submission to the back office for payment, the Chief Financial Officer/Senior Regional Director will review and give final approval.

SECTION 12 – SAFETY

DRUG AND ALCOHOL POLICY

It is the intent of ICS to promote a safe, healthy and productive work environment for all employees. The School recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

The School complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, offer for sale, or being under the influence of recreational or medical marijuana, illegal drugs or alcohol during working hours, including meal and break periods, or in the presence of pupils.
- Use, possession, offer for sale, or being under the influence of recreational or medical marijuana illegal drugs or alcohol on School property at any time.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the School premises any prescription medication other than medications currently prescribed by a physician for the employee.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, and vaping. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of persons loitering for no apparent reason. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of your Director, other employees or call 911. Report any suspicious persons or activities to your Director. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area. Please report any problems with our security systems to your Director.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on ICS property. Vehicle break-ins are on the rise throughout California. Be cautious: keep personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

PERSONAL AUTOMOBILE

Employees who use their own automobiles for travel on authorized school business will be reimbursed for mileage at the rate established by the Internal Revenue Services. Employee must have prior supervisory approval for the use of personal vehicles and must carry, at their own expense, the minimum insurance coverage for property damage and public liability.

PERSONAL PROPERTY

ICS cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on ICS's premises, including the parking area, or away from school property while on school business.

SAFETY POLICY

ICS is firmly committed to maintaining a safe and healthy working environment. All employees of the School are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or Director immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the School is responsible, bring it to the attention of your supervisor or Director immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the area Director regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Director of Human resources.

ICS has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

ICS has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to your Director

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact your Director.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

ICS will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from ICS; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to ICS for three consecutive work days. ICS requests that employees provide at least two weeks written notice of a voluntary termination. All ICS property must be returned immediately upon terminating employment. ICS retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of ICS's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, ICS reserves the right to terminate any employee at any time, with or without advance notice and with or without cause.

DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT

ICS reserves the right to terminate any employee at any time, with or without cause or notice and nothing in this policy or handbook alters the at-will nature of employment with ICS.

The following list, while not complete, gives examples of behavior that can result in the immediate termination of employment. Employees should be aware that conduct not specifically listed below also might result in disciplinary action up to and including termination.

- Failure to consistently exemplify the ICS Core or Permission-to-Play Values
- Publicly conducting one-self as having a lack of morals, so as to not be a good example to the youth as far as commonly held community values
- Breaching confidentiality.
- Fighting, violence, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Falsifying or altering school records or student achievement data
- Violating the school's equal opportunity or harassment policies
- Unauthorized use of school property.
- Unsatisfactory performance, where the employee has been given written notice of the deficiency and an opportunity to cure the deficiency;

- Unfit for service, including the inability to appropriately instruct students or associate with students;
- Insubordination;
- Falsifying or concealing information on employment records, employment information, an employment application, time record, or other ICS record;
- Willfully or maliciously making false statements regarding any co-worker or ICS, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating ICS's policy concerning workplace violence;
- Theft or the deliberate or careless damage or destruction of ICS property, or the property of ICS's employees, students or anyone on ICS property;
- Possessing weapons on ICS's property at any time or while acting on behalf of ICS;
- Refusal to comply with any federal or state regulation or law, or refusal to comply with any ICS policy or procedure;
- Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing ICS, such as at a professional conference, or otherwise violating ICS's Drug and Alcohol Policy;
- Engaging in criminal conduct whether or not related to job performance
- Gross negligence leading to the endangerment or harm of a child or children;
- Excessive absenteeism;
- Willfully violating any safety, health, security, or school policy, rule, or procedure;
- Reduction in force or school closure.

TERMINATION WITHOUT CAUSE

The Administration or Board may unilaterally, and with or without cause or advance notice, terminate the employee agreement/contract. In consideration of the School's right to terminate the employee agreement/contract without cause, the Board shall pay to Employee his/her salary for fifteen (15) calendar days after termination occurs.

EXIT INTERVIEWS

All employees who leave employment at ICS will be asked to take part in an exit interview with their supervisor to communicate their challenges and growth while employed at ICS. Information shared during an exit interview will be treated as confidential.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Director of Human Resources Only the Director of Human Resources is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, ICS will disclose only the dates of employment and the title of the last position held. ICS will verify or disclose additional information about the employee only if the employee provides written authorization for ICS to provide the information. However, ICS will provide information about current or former employees as required by law or court order.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of ICS's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding ICS's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of ICS's policies.

Just as I am free to terminate the employment relationship with ICS at any time, ICS, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and ICS for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. This is the entire agreement between ICS and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with ICS, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook (including the at will employment policy).

ICS reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than ICS Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature: _____

Date: _____

Inspire Charter School **EXPOSURE CONTROL PLAN**

**Bloodborne Pathogens Standard
29 CFR Part 1910.1030**

The School will:

- **implement the ECP and maintain and update the written ECP at least annually and whenever necessary to include new or modified tasks and procedures, thus providing a safer and healthier environment for both employees and students**
- **provide employees who are reasonably anticipated to have contact with or exposure to blood or other potentially infected materials training to comply with the procedures and work practices outlined in this ECP;**
- **maintain written housekeeping protocols and ensure that effective disinfectants are purchased;**
- **ensure that all medical actions required are performed and that appropriate medical records are maintained;**
- **provide training, documentation of training, and make the written ECP available to employees, OSHA and NIOSH representatives;**
- **maintain and provide all necessary personal protective equipment (PPE), engineering controls (i.e. sharps containers, etc.), labels, and red bags as required by the standard;**
- **ensure that adequate supplies of the aforementioned equipment are available; and**
- **have a written ECP in compliance with OSHA Bloodborne Pathogens Standard to include the following:**
 - **identify those employees whose job classification include tasks and procedures which involve potential occupational exposure to blood/body fluids and other infectious materials.**
 - **provide personal protective equipment (PPE) at no cost and require employees to use appropriate PPE and must clean, repair and replace these when necessary.**
 - **Implement Universal Precautions, treating body fluids/materials as if infectious.**
 - **Implement housekeeping procedures to include a written schedule for cleaning and identifying the methods of decontamination to be used.**
 - **Manage regulated infectious waste by specifying methods for disposing of contaminated sharps and regulated waste.**

EXPOSURE INCIDENT REPORT

(ROUTES AND CIRCUMSTANCES OF EXPOSURE INCIDENT)

Please Print

DATE COMPLETED

EMPLOYEE'S NAME _____ SS# _____

HOME PHONE _____ BUSINESS PHONE _____

DOB _____ JOB TITLE _____

EMPLOYEE VACCINATION STATUS _____

DATE OF EXPOSURE _____ TIME OF EXPOSURE ____ AM ____ PM ____

LOCATION OF INCIDENT (HOME, STREET, CLINIC, ETC. – BE SPECIFIC: _____

NATURE OF INCIDENT (AUTO ACCIDENT, TRAUMA, MEDICAL EMERGENCY) BE SPECIFIC:

DESCRIBE WHAT TASK(S) YOU WERE PERFORMING WHEN THE EXPOSURE OCCURRED (BE SPECIFIC)

WERE YOU WEARING PERSONAL PROTECTIVE EQUIPMENT (PPE)? YES ____ NO ____

IF YES, LIST _____

DID THE PPE FAIL? YES ____ NO ____

IF YES, EXPLAIN HOW:

WHAT BODY FLUID(S) WERE YOU EXPOSED TO (BLOOD OR OTHER POTENTIALLY INFECTIOUS MATERIAL)?
BE SPECIFIC:

Continued from front

side 2 of 2-sided form

WHAT PARTS OF YOUR BODY BECAME EXPOSED? BE SPECIFIC:

ESTIMATE THE SIZE OF THE AREA OF YOUR BODY THAT WAS EXPOSED

FOR HOW LONG?

DID A FOREIGN BODY (NEEDLE, NAIL, AUTO PART, DENTAL WIRES, ETC.) PENETRATE YOUR BODY?

YES _____ NO _____

IF YES, WHAT WAS THE OBJECT? _____

WHERE DID IT PENETRATE YOUR BODY? _____

WAS ANY FLUID INJECTED INTO YOUR BODY? YES _____ NO _____

IF YES, WHAT FLUID? _____ HOW MUCH? _____

DID YOU RECEIVE MEDICAL ATTENTION? YES _____ NO _____

IF YES, WHERE? _____

WHEN _____

BY WHOM _____

IDENTIFICATION OF SOURCE INDIVIDUAL(S) _____

NAME(S) _____

DID YOU TREAT THE PATIENT DIRECTLY? YES _____ NO _____

IF YES, WHAT TREATMENT DID YOU PROVIDE. BE SPECIFIC: _____

OTHER PERTINENT INFORMATION _____

PROCEDURE FOR DOCUMENTATION OF AN INCIDENT OF EXPOSURE

Documentation is extremely important as a follow-up to any blood/body fluid exposure incident. Having a written record of what occurred protects both the employee and the employer. It can also aid in identifying unsafe conditions and practices. Refer to OSHA Instruction CPL 2-2.44c.

Documentation of a blood/body fluid exposure incident should include:

- completion of Blood/Body Fluid Incident Form;
-
- the extent that appropriate work practices were followed and protective equipment was used;
- the counseling the individual received concerning the potential for infections from the incident;
- referral for medical evaluation by a health professional contracted by the district in compliance with guidelines as follows:
 - identifying and testing the source individual, if feasible and not prohibited by State or Local law. In regard to HIV testing and associated elements adherence to the NYS Department of Health Confidentiality Law (Article 27) is critical;
 - testing the exposed employee's blood if he/she consents;
 - post-exposure prophylaxis; and
 - counseling and evaluation of reported illnesses
- The employer will obtain and provide the employee with a copy of the health professional's written opinion within 15 days of the completion of the evaluation. The written opinion will indicate that the employee has been informed of the testing results, of any medical conditions and recommendations for follow-up. All other findings or diagnoses shall remain **CONFIDENTIAL** and shall not be included in the written report.

In addition to these records, make an appropriate entry of Form DOSH (Federal OSHA DOSH 200). When this form is annually displayed DO NOT post the names.



Emergency Procedures Guide

for

Updated August 2017

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Crisis Team Members

INSPIRE Crisis Team Advisors:

- **Director of School Support: Cris Alcala 323-391-9520**
- **Deputy Executive Director: Kimmi Buzzard 562-584-0427**
- **INSPIRE Main Office: 626-932-1802**

Location Manager: _____

Triage Team _____

Search & Rescue Team _____

Hazards Team _____

Incident Reporter _____

Runner _____

Lock Down Code Word and Means of Issue _____

Response to Any Emergency

- Notify 911, if necessary, and your applicable Crisis Team members.
- Notify Triage Team of medical emergencies, if necessary.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved by _____.
- Preserve evidence. See Appendix and fill out Incident Report(s).

Staff Responsibilities

Crisis Team Members will:

- Verify information.
- Call 911, if necessary.
- Seal off high-risk area.
- Notify Location Manager and Crisis Team Advisors.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff, if necessary.
- Notify community agencies, if necessary.
- Keep detailed notes of crisis event.

Teachers will:

- Verify information.
- Lock room doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take student roster.
- Keep detailed notes of crisis event.

Weather

Severe Weather Watch has been issued in an area near building

- Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

Severe Weather Warning has been issued in an area near building or severe weather has been spotted near building

- Shut off gas.
- Move students and staff to safe areas.
 - Remind teachers to take room rosters.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

Fire

In the event a fire, smoke from a fire or a gas odor has been detected:

- Pull fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route (as per map in Appendix). Follow alternate route if normal route is too dangerous.
- Teachers take student roster.
- Location Manager notifies police (call 911) and Crisis Team Advisors.
- Teachers ensure all students are accounted for and give “all present” signal or activate Search & Rescue team.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.

Hazardous Materials

Incident occurred in building

- Call 911.
- Notify Location Manager.
- Location Manager notifies Crisis Team Advisors.
- Hazards Team seals off area of leak/spill.
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

Incident occurred near building property

- Fire or Police will notify Location Manager.
- Location Manager will notify building manager and Crisis Team Advisors.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

Assault/Fights

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify Triage Team in building of medical emergencies.
- Notify Location Manager and Crisis Team Advisors.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Location Manager notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (*intentional touching of anus, breast, buttocks or genitalia or another person in a sexual manner. This includes touching of those areas covered by clothing*).
- Location Manager notifies the Crisis Team Advisors and parents of students involved in assault.
- Document all activities. Ask victim(s)/witness (es) for their account of incident.

Bomb Threat

Upon receiving a message that a bomb has been planted in building:

- Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why caller is doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Notify Location Manager.
- Location Manager orders evacuation of all persons inside building(s).
- Location Manager notifies police (call 911) and Crisis Team Advisors.

Evacuation procedures:

- Location Manager warns students and staff. Do not mention "Bomb Threat." Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of building(s). After consulting with Crisis Team Advisors, students will be relocated.
- Teachers take roll and compare to sign-in sheets after being evacuated.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Location Manager notifies students and staff of termination of emergency. Resume normal operations.

Intruder/Hostage

Intruder - An unauthorized person who enters the property

- Notify Location Manager.
- Ask another staff person to accompany you before approaching intruder.
- Politely greet intruder and identify yourself.
- Ask intruder the purpose of his/her visit.
- Inform intruder that all visitors must register with Location Manager.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on the property. Inform him/her that you will call police.
- Notify police and Location Manager if intruder still refuses to leave. Give police full description of intruder.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in building, whether he/she is carrying a weapon or package, etc.)

*Location Manager notifies Crisis Team Advisors and may issue lock-down procedures (see Lock-Down Procedures section).

Hostage

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify Location Manager.
- Location Manager notifies Crisis Team Advisors.
- Give control of scene to police and hostage negotiation team.

- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Serious Injury/Death

If incident occurred in building

- Call 911.
- Notify CPR/first aid certified persons in building of medical emergencies.
- If possible, isolate affected student/staff member.
- Notify Location Manager.
- Location Manager notifies Crisis Team Advisors.
- Designate staff person to accompany injured/ill person to hospital.
- Location Manager notifies parent(s) or guardian(s) of affected student.
- Determine method of notifying students, staff and parents.
- Refer media to INSPIRE Deputy Executive Director.

Post-crisis intervention

- Meet with school staff to determine level of intervention for staff and students.
- Designate rooms as private grief areas.
- Recommend counseling for affected student's siblings and close friends and other "highly stressed" students.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

Earthquake

Earthquake - Inside Building

- Staff member implements action **“DROP-COVER AND HOLD.”**
- Avoid areas with large areas of glass or heavy suspended light fixtures.
- Implement Action **“LEAVE BUILDING.”**
- Maintain control of students - **DO NOT RUN!**
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first aid as required.
- Runner collects roll sheets. Hold up either **“OK”** or **“NEED HELP”** sign.
- Location Manager will initiate action **“STAY OUT.”** Do not return to buildings for any reason until they have been declared safe by authorized officials and the **“ALL CLEAR”** command is given.
- Location Manager will instruct other staff members/volunteers to guard entrances so that no one re-enters the buildings.
- Location Manager will initiate **“GO HOME”** action if warranted.

Earthquake - Outside on Center Grounds

- Staff member implements action **“DROP-COVER AND HOLD.”**
- The safest place is to stay in the open. **Stay there until the earthquake is over.**
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
- **DO NOT RUN!**
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first aid as required.
- Take roll. Hold up either **“OK”** or **“NEED HELP”** sign.
- Location Manager will initiate action **“STAY OUT.”** Do not return to buildings for any reason until they have been declared safe by authorized officials and the **“ALL CLEAR”** command is given.

- Location Manager will instruct staff members/volunteers to guard entrances so that no one re-enters the buildings.
- Location Manager will initiate “**GO HOME**” action if warranted.

Civil Disturbance, Violence, or Gunman on Location

PERSONS RECEIVING GUN OR VIOLENCE INFORMATION ON LOCATION BY TELEPHONE, EMAIL OR OTHER MESSAGE WILL IMMEDIATELY NOTIFY Location Manager.

- Notify Location Manager immediately.
- Tell Location Manager name of suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.
- If teacher suspects that weapon is in the room, he/she should confidentially notify a neighboring teacher. Teacher should not leave the room.

Location Manager:

- **Initiate** “LOCK-DOWN.”
- If away from a building, all students and staff are to immediately lie flat.
- If near a building, students and staff return to closest room.
- Take roll and notify operations assistant of students missing.
- Location Manager will call **911**.
- Lock doors, stay away from windows and doors.
- **DO NOT** approach gunman. Law Enforcement will handle.
- Take roll and place “**NEED HELP/I’M OK**” sign in window.
- Stay put until “**ALL CLEAR**” sound.

Warning and Notification of Emergency

- **Call 911**, if necessary. Assess life and safety issues first.
- Inform Location Manager.
- Location Manager notifies Crisis Team.
- Warn students and staff. If an emergency requires immediate action to protect the safety of students and staff activate _____.

Warning systems, i.e. announcement, sounding of bell

- Plain Language shall be used to announce an emergency.
- If immediate action is not required, notify staff at a meeting before or after program hours. Teachers will debrief students during class unless an assembly is preferred.
- Location Manager notifies parent(s) or guardian of victim(s), if necessary.
- Location Manager notifies others as needed. Families of the victim(s) should be called first.

Lock-Down Procedures

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside building.

- Location Manager will issue lock-down procedure by sending an Inspire staff to each room or sounding bells.
- Direct all students, staff and visitors into rooms.
- Lock room doors.
- Cover windows of rooms.
- Move all persons away from windows and doors.
- Allow no one outside of rooms until Location Manager gives all-clear signal.

Sheltering Procedures

Sheltering provides refuge for students, staff and public within building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergency.

- Identify safe areas in each building.
- Location Manager warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take room roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Location Manager or emergency responders.

Terrorist Event

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternative.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the program should:

- Reverse-evacuate all people into buildings.
- Shelter in place. (**Do not use basements or low lying areas.**)
- Close all doors and windows.
- Shut down the HVAC systems. (Limit airflow from outside.)
- Seal doors, windows, and vents with plastic and duct tape.

- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into buildings.
- Shelter in place. (**Do not use basements or low lying areas.**)
- Close all doors and windows.
- Shut down the HVAC systems. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- Evacuation. (*The decision to evacuate should only be made after consulting with public safety, emergency management, or military authorities.*)

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- Shut down all utility systems to the building. (Gas and electricity are the priorities.)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by the public safety, emergency management, or military authorities.

If the building is the target of the event, evacuate to _____

(insert pre-designated location)

Appendix

Definition of Staff Roles

- Location Manager - Office Site Admin
- Triage Team – Staff members who are CPR & first aid certified and called on to respond to medical emergencies or injuries before
- Search & Rescue Team – Staff members who strategically sweep the premises for unaccounted students when evacuation or sheltering orders are issued
- Hazards Team – Staff members designated to shut off gas or seal off areas containing materials or persons who have become hazardous
- Incident Reporter – Staff member designated to ensure completion of incident reports and documentation of the emergency
- Runner – Staff member designated to collect roll sheets that determine any students unaccounted for
- Lockdown Code Word – What word(s) are stated to declare lockdown orders and procedures
- Lockdown Means of Issue – Method the person issuing the lockdown sequence is using to communicate to all staff (walkie-talkie, text message, PA system, bullhorn, etc.)

Emergency & Community Agency Phone Numbers

Fire, Ambulance, Police

9-1-1

Local Police (Non-emergency)

Child Abuse/Neglect Reporting Line

CPS in your county

<http://www.childsworld.ca.gov/res/pdf/CPSEmergNumbers.pdf>

Crime Reporting Hotline in your county

To report hazardous materials leak or spill

1-800-424-8802

Poison Control Center

1 (800) 222-1222

Disaster Assistance

<http://www.redcross.org/prepare/disaster-safety-library>

American Red Cross

1-800-RED CROSS (1-800-733-2767)

Other Local Community Agencies

Insert Evacuation Map Here

Printable Evacuation Signs

“OK” & “Need Help”

- Print one set of “OK” & “Need Help” signs per teacher.
- Print “OK” sign on green paper or print on white paper & highlight/outline in green
- Print “Need Help” sign on red paper or print on white paper & highlight/outline in red)

OK

NEED

HELP

Incident Report

Reported by: _____

Date of Incident: _____

Persons Involved: _____

Describe incident and actions taken: _____



DUE IN 23 DAYS **DUE: 2018-09-28**

Sexual Harassment: Staff-to-Staff
Full Course ⌚ 27m

DUE IN 23 DAYS **DUE: 2018-09-28**

Youth Suicide: Awareness and Prevention
Full Course ⌚ 39m

DUE IN 23 DAYS **DUE: 2018-09-28**

Bloodborne Pathogen Exposure Prevention
Full Course (California) ⌚ 24m

DUE IN 23 DAYS **DUE: 2018-09-28**

Online Safety: Cyberbullying
Full Course ⌚ 21m

DUE IN 23 DAYS **DUE: 2018-09-28**

FERPA: Confidentiality of Records
Full Course ⌚ 14m

DUE IN 23 DAYS **DUE: 2018-09-28**

Drug Free Workplace
Full Course ⌚ 22m

DUE IN 23 DAYS **DUE: 2018-09-28**

Mandated Reporter: Child Abuse and Neglect
Full Course California ⌚ 39m

DUE IN 23 DAYS **DUE: 2018-09-28**

Hazard Communication: Right to Understand (GHS)
Full Course ⌚ 26m

DUE IN 23 DAYS **DUE: 2018-09-28**

Sexual Harassment: Policy and Prevention
California AB1825 Full ⌚ 120m



Parent
• AND •
Student
HANDBOOK
2018-2019



1740 HUNTINGTON DRIVE #205
DUARTE, CA 91010
PHONE: 626-932-1802
FAX: 626-932-1804
WWW.INSPIRESCHOOLS.ORG

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Inspire Charter School's Mission and Vision Statement

Mission Statement:

Inspire Charter Schools (ICS) provides a flexible personalized learning experience, empowering families to tailor a program designed around the specific needs of each student. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

Vision Statement:

Inspire Charter Schools develops the individual gifts of students to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st Century.

Description of the Program

ICS offers independent-study and small-group-instruction programs. ICS strives to offer innovative personalized learning options for all styles of homeschool families and respect a family's right to educate their children. Our programs engage students in their unique interests while preparing them for success. Enrollment in our independent study program is tuition free.

Our programs provide students with several unique opportunities.

- Learn at home or on the go with options for flexible, standards based learning paths using your choice of homeschool curriculum, online platforms, or bundled textbook programs.
- Receive guidance, support, and assistance in person or virtually from your assigned credentialed teacher.
- Optional field trips and community events.
- Optional weekly program at one of the many Enrichment Academies where students participate in academic enrichment activities led by credentialed teachers while also providing opportunities to work and socialize with peers.
- Unique and diverse, Specialty Programs.

Schoolwide Learner Outcomes (SLOs)

At ICS, we have goals for our students. They are known as our Schoolwide Learner Outcomes, and they represent what students at Inspire Charter Schools engage in when they work through our program. The SLOs are a part of our school culture, and they reflect our school vision, the College and Career Readiness standards, and the education of the whole child. All students at Inspire Charter Schools will strive to achieve the Schoolwide Learner Outcomes. Throughout the year, ICS will assess student progress towards attainment of the SLOs and review and revise the SLOs as necessary.

INSPIRE STUDENTS ARE...

NAVIGATORS OF THE DIGITAL WORLD

Navigators of the digital world who are proficient in the use of technology, media and online resources.

SELF-DIRECTED

Self-directed and motivated students who are able to set attainable goals to achieve academic success.

PERSONALIZED LEARNERS

Personalized learners who are able to thrive in the style of education that best fits their individual needs.

INDEPENDENT CRITICAL THINKERS

Independent critical thinkers who have the ability to problem solve, take ownership and apply their knowledge to a variety of problems.

RESPONSIBLE CITIZENS

Responsible citizens who demonstrate integrity and respect while actively seeking knowledge of local and global issues.

EFFECTIVE COMMUNICATORS

Effective communicators who can thoughtfully articulate their thinking with confidence while collaborating with peers.

WASC Accreditation

The WASC process is designed to allow us to go through an in-depth self-study of our school, focusing specifically on organization, curriculum, instruction, assessment, and school culture. We take a close look specifically at our high school students and their success. In addition, we identify and reflect on our progress towards our school-wide learning outcomes (SLOs.) The WASC cycle includes targeting our areas of strength and areas of growth and the creation an action plan to address those areas to increase student achievement.

When a school becomes accredited, it:

- Certifies to the public that the school is a trustworthy institution of learning.
- Validates the integrity of a school's program and student transcripts.
- Fosters improvement of the school's program and operations to support student learning.
- Assures a school community that the school's purposes are appropriate and being accomplished through a viable educational program.
- WASC accreditation is important because the military often requires applicants to be from accredited schools and many school districts and universities will only accept credits from WASC accredited schools.
- Allows high school students' courses, grades, and units to be accepted at more colleges and universities after graduation.

Enrollment Requirements

Required enrollment documentation includes: Proof of age, immunization record, and proof of residence.

Student must reside within a county Inspire serves and provide proof of residency prior to enrollment. While attending ICS, if a family moves they must submit a new proof of residence within ten days to por@inspireschools.org.

Proof of residency (POR): The best POR document is your most current utility bill (gas, water, or electric bill). You can also use your most current property tax bill, mortgage statement, or lease agreement. If you have one of the extenuating circumstances below, you would need to complete the corresponding forms.

- Living with a friend or relative: Verification of Residence
- Transitional living: Parent Residency Affidavit Form

High school transcripts are necessary for determining proper class placement and for creating Individualized Graduation Plans. Transcripts should be submitted during the enrollment process and can be submitted by hand, faxed, or emailed to the Enrollment Department.

All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application may be considered as not meeting the requirements of the school and may result in the revocation or halting of enrollment until accurate information is provided.

Enrollment in ICS is contingent upon the student, parent, and teacher signing a Master Agreement Form (school contract) prior to the commencement of instruction and services. Parent and student will not have access to curriculum or instructional funds until the Master Agreement is signed and returned.

All Inspire students will be enrolled in their age appropriate grade level, unless a previous school has officially approved a retention or promotion.

Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program. A student may not be dual enrolled in any other private or public school.

The Parent/Guardian's Role

- Continuously supporting your student in daily learning during school hours, for a suggested four to six hours daily.
- Treat all Inspire Homeschool Teachers and staff with respect and professionalism.
- Working in collaboration with your Homeschool Teacher, ensuring your student is participating fully in their homeschool learning journey.
- Are responsible to make sure student is participating in online or other recommended intervention supports as needed and advised by your Homeschool Teacher.
- Complete and submit the monthly Student Activities Log (attendance log).
- Support student in attending state-mandated testing (SBAC, CAST, and Physical Fitness Test).
- Practice consistent communication to enhance collaboration through daily checks of email and phone.
- Attend scheduled Learning Period as well as any other necessary meetings (on phone, via web conference, or in person) with Inspire staff and student.

Student Behavioral Expectations

At ICS learning takes place in a variety of settings. These may include, but are not limited to:

- Online classroom sessions
- Enrichment Academies and Resource Centers
- Public libraries, coffee shops, parks, community sites
- Homeschool Vendor locations and learning centers
- Inspire sponsored field trips, workshops, and social events
- Specialty Program locations

At Inspire, the primary focus is on student learning. Any behaviors that prevent all students from this focus will be reviewed and discussed with all parties involved. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following student behavioral expectations have been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a polite and respectful manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the learning environment.
5. Impersonating another person in an online platform is prohibited.

6. Use only your own username and password for any online platforms, and do not share these with anyone.
7. Do not post personal information in online environments (Phone Number, YouTube, Facebook, Email Address, Passwords, etc.)

An infraction of these expectations that is deemed to be disruptive of the learning environment, is cause for removal of a student from an activity and may result in disciplinary action.

Consequences

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

School Calendars

ICS offers two separate school year tracks. Families have the choice of the track that best fits their homeschool schedule.

Track B August 20, 2018 – June 13, 2019

Track C September 04, 2018 – June 13, 2019



Inspire Charter School Calendar-B 2018-2019

July 2018						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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June 2019						
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Date	Event or Holiday
Aug 20	First Day of School
Sep 03	Labor Day
Oct 08	Columbus Day
Nov 12	Veterans Day
Nov 19-23	Thanksgiving Break
Dec 17-Jan 04	Winter Break
Jan 21	Martin Luther King Day
Jan 24	End of First Semester
Jan 25	Student Free Day
Jan 28	Beginning of Second Semester
Feb 15	Lincoln's Birthday
Feb 18	Washington's Birthday
Mar 22-29	Spring Break
May 27	Memorial Day
Jun 13	Last Day of School

Inspire Charter Schools

1740 Huntington Drive, Suite #205
Duarte, CA 91010
Ph: 626-932-1802
Fax: 626-932-1804



Inspire Charter School Calendar-C 2018-2019

July 2018						
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Date	Event or Holiday
Sep 04	First Day of School
Oct 08	Columbus Day
Nov 12	Veterans Day
Nov 19-23	Thanksgiving Break
Dec 19-Jan 01	Winter Break
Jan 21	Martin Luther King Day

October 2018						
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Jan 24	End of First Semester
Jan 25	Student Free Day
Jan 28	Beginning of Second Semester
Feb 15	Lincoln's Birthday
Feb 18	Washington's Birthday
Mar 22-29	Spring Break
May 27	Memorial Day
Jun 13	Last Day of School

January 2019						
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Inspire Charter Schools

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Curriculum Choices & Learning Paths

Inspire Charter Schools curriculum include learning paths and platforms designed to address the needs of all students including:

- Gifted & Talented
- English Language Learners
- Students in Special Education
- Students with 504 Plans
- Socioeconomically Disadvantaged Youth
- Foster Youth

Objectionable Materials

If your family finds certain lessons or materials in a particular unit of study to be objectionable for various personal reasons, please contact your credentialed teacher and she/he will work with you to identify alternative lessons to meet the lesson objectives.

Curriculum: Transitional Kindergarten through 8th grade

Transitional Kindergarten through 8th grade students enrolled in ICS have unlimited options including various online curriculum with built-in pacing, bundled textbook programs, or unlimited choices of homeschool curriculum for a personalized learning path. A discussion with your credentialed teacher will help pinpoint how to gain the most from your curriculum.

Transitional Kindergarten:

- [Embark](#) - Online & Offline
- [Little Lincoln](#) - Online & Offline
- [McGraw Hill](#) - Textbook
- ChoicePlus - Your choice of secular homeschool curriculum or custom tailored homeschool program you design with your teacher for your student

Kindergarten-2nd Grade:

- [McGraw Hill](#) - Textbook
- [Little Lincoln](#) - Online & Offline
- [K12](#) - Online & Offline
- ChoicePlus - Your choice of secular homeschool curriculum or custom tailored homeschool program you design with your teacher for your student

3rd-5th Grade:

- [K12](#) - Online & Offline
- [Odysseyware](#) - Online
- [McGraw Hill](#) - Textbook
- ChoicePlus - Your choice of secular homeschool curriculum or custom tailored homeschool program you design with your teacher for your student

6th-8th Grade:

- [StrongMind](#) - Online
- [Odysseyware](#) - Online
- [Edgenuity](#) - Online
- [McGraw Hill](#) - Textbook
- [K12](#) - Online & Offline
- ChoicePlus - Your choice of secular homeschool curriculum or custom tailored homeschool program you design with your teacher for your student

Curriculum: High School Pathways

ICS offers a Community College & Career Track and an A-G University Track for high school students. Upon enrollment, students will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool teacher a high school counselor planning their short and long term academic goals. ICS provides high school students with various homeschool curriculum and vendor options, including college prep, A-G, and AP courses. Students have the freedom to choose courses in:

9th-12th Grade

- [Edgenuity](#) - Online
- [StrongMind](#) - Online
- [McGraw Hill Textbook](#) - Offline but with Internet access required to turn in assignments
- [ChoicePlus](#) - Your choice of secular homeschool curriculum or custom tailored homeschool program you design with your teacher for your student
- [ChoicePlus Academy](#) - Teacher led with online instruction
- Or a combination of the above

9th - 12th Grade [AP Courses offered in Edgenuity](#):

- Calculus AB
- English Language & Composition

- English Literature & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- U.S. Government & Politics
- U.S. History
- World History

Graduation Requirements

Students who complete the following ICS graduation requirements will be awarded an Inspire Charter Schools high school diploma.

College and Career Graduation Requirements	
Social Studies	6 semester courses – 30 credits
English	6 semester courses – 30 credits
Math	4 semester courses – 20 credits
Science	4 semester courses – 20 credits
Visual & Performing Arts / World Language	2 semester courses – 10 credits
Electives	18 semester courses – 90 credits
Total	200 credits

*** Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science / Social Studies must include US History, World History, Government, and Economics ***

A-G Graduation Requirements		
A	Social Studies	6 semester courses – 30 credits
B	English	8 semester courses – 40 credits
C	Mathematics	6 semester courses – 30 credits
D	Laboratory Science	4 semester courses – 20 credits
E	World Language	4 semester courses – 20 credits
F	Visual & Performing Arts	2 semester courses – 10 credits
G	College Prep Electives	10 semester courses – 50 credits
Total		200 credits

*** Algebra 1 must be completed / Science must include 1 year of Physical Science and 1 year of Life Science / Social Studies must include US History, World History, Government, and Economics / World Language must be the same language / Visual & Performing Arts must be the same ***

High School Elective Credit for 7th & 8th Graders

Inspire will grant high school elective credit for high school courses taken by 7th and 8th grade students. As a parent choice school, we allow 7th and 8th graders to take high school courses utilizing educational funds but it is important to consider how taking courses in middle school will affect high school and college before choosing this option for your student. Please contact Megan Workman (megan@inspireschools.org) to discuss starting high school courses early prior to enrolling in high school level course.

Academic Expectations

TK-8th Grade

Families choose to enroll at ICS for a variety of reasons, but at the cornerstone of each decision is a supportive partnership between the family and their chosen/assigned credentialed homeschool teacher. Our school provides the tools and guidance for students to experience a high quality education by providing access to personalized curriculum and instruction. Students need to be engaged in learning each school day. Families and credentialed Homeschool Teachers work together to provide support for struggling students. Families are required to meet with their credentialed Homeschool Teacher once every 20 school days.

High School

All high school students enrolled at ICS will discuss and create an Individualized Graduation Plan (IGP) with their Homeschool Teacher. Short and long term goals will be created based on the needs of each student. A guidance counselor is also assigned to each student and will review the IGP. Students must be enrolled in a minimum of four courses each semester and should complete a minimum of 5 courses each semester (25 units) to remain on track for graduation. Students are expected to meet with their teacher regularly to ensure adequate progress is made toward completing courses.

I CAN Statements

I CAN statements are family friendly guides that can be used help your family and ensure your students are on track for their grade level. All learning objectives for Math, Language Arts, Science and Social Studies are provided, written in family-friendly language. I CAN statements help make grade level learning targets clear for families, they address all of the standards that a student would be learning in a traditional public school.

Academic Integrity

Inspire urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has completed.

By definition, Academic Integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in academic work.

The following behaviors may be considered as acts that do not uphold Academic Integrity:

- Plagiarism
- Talking during a proctored exam
- Copying another student's test/assignment
- Allowing others to copy your work
- Exchanging assignments with other students (either handwritten or computer generated)
- Using a computer or other means to translate an assignment/part of a World Language assignment to another language
- Using summaries or commentaries (Cliff Notes, Spark Notes) in lieu of reading the assigned materials
- Submitting purchased papers
- Altering a grade (on a computer, on a report card, on an assignment)
- Taking an exam for someone else
- Using bribery/blackmail/threats

Any student known to have acted without academic integrity will be subject to disciplinary action in the following manner:

- **First offense:** A grade of F and/or 0% on the assignment/exam with a chance to resubmit within 1 week and parent/guardian notification
- **Second offense:** A grade of F and/or 0% on the assignment/exam with no resubmit and conference with parent/guardian
- **Third offense:** A grade of F in the class, in person conference, and placement on Academic Probation for 1 year
- **Fourth offense:** Disciplinary hearing; possible expulsion from the school

Students placed on Academic Probation may be subject to the following consequences:

- Copy of cheating referral placed in permanent cumulative file
- Proctored unit tests and finals by an Inspire staff member
- Restricted from participating in school activities (field trips, prom, graduation)
- Ineligible to receive letters of recommendation from staff and faculty

Report Cards

Report Cards - TK-8th

At Inspire Charter Schools, students, parents, and teachers work in partnership to design personalized learning plans and goals. The credentialed Homeschool Teacher affirms the learning plan and is guided by the "I CAN" statements.

Report Cards are not required for grades TK-8, but families may request them from their teacher. While TK-8 report cards are not required, they are sometimes necessary for other student endeavors such as

sports teams, insurance, government verifications, etc. Please consider your family participation in these types of activities when deciding to request a report card or not. Also, we highly recommend that parents of 7th and 8th grade students request a report card as this type of documentation is frequently requested when transitioning into a traditional high school setting. If you do not request a report card, nothing will be stored in a student's cumulative file.

Parents of TK-8th grade students have three (3) Report Card options (Option B is the default if you do not make a selection.):

Option A: I would like my teacher to create a Report Card and I would like a copy filed in my student's Cumulative Record.

Option B: I would like my teacher to create a Report Card and I would NOT like a copy filed in my student's Cumulative Record.

Option C: I DO NOT want a Report Card to be generated.

Your Homeschool Teacher will communicate directly with you to ask which option you would like for Report Cards.

Review of Student Work

Families share all of the learning that has occurred during their monthly meetings with their teachers. Teachers work with the family to review and reflect on student learning. Teachers will use the shared information to determine mastery of standards and match these to the I Can Statements, determining a score of 1-4 as indicated in the chart below.

It is our school's policy and practice that individual student data is never shared with anyone other than the parent and teacher. The data is used solely to show grade level and school-wide trends for accreditation purposes.

Progress Indicators

Indicator	Description
4	Significant Progress 85-100%
3	Adequate Progress 70-84%
2	Some Progress 60-69%
1	Little to No Progress <59%

Report Cards - High School

All 9th -12th grade students are required to have a report card issued at the conclusion of each semester and are unable to opt out. Semester report cards will be based on progress made in the student's assigned high school courses.

Students in high school earn letter grades. High school students need to complete requirements and lessons as outlined by their Homeschool Teacher or by the High School Content Teacher for Edgenuity, StrongMind, Textbook, and or ChoicePlus Academy courses.

The chart below shows the grading rubric for quality of assigned work.

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59 and below	F

Attendance

- Parent/guardian is responsible for ensuring that their child is actively engaged in learning each school day.
- Monthly Student Activities Log (Attendance Log) must be signed and submitted to your Homeschool Teacher at the end of each month. The teacher will communicate with individual families/students on the collection process of this document.
- Enrichment orders/requests may be held if monthly attendance logs have not been submitted.
- The following are acceptable reasons for not logging attendance: prolonged illness, hospitalization, bereavement, family emergency, natural disaster. In such cases the absences would be considered excused. Some instances may require verification, such as a doctor's note, to be provided to your teacher.
- Homeschool Teachers will be knowledgeable of student progress, learning, and engagement in school. This can occur at regularly scheduled meetings, calls, emails, and or other methods. If the teacher is unable to obtain knowledge of the progress, learning, and engagement in school, attempts to contact will be documented and a non-compliance letter may be sent. After multiple failed attempts to contact a family, the school may deem that enrollment in Inspire is not in the best interest of the student and he/she may be subject to withdrawal.

Withdrawing Your Student From Inspire Charter Schools

To withdraw your student from Inspire Charter Schools please provide your Homeschool Teacher with the following information:

- Withdrawal date
- Name of school or school district your student will be enrolling in
- Reason for withdrawal

Once this information is received your Homeschool Teacher will assist you with the materials return process. All school property must be returned to Inspire Charter Schools before your student's records will be released to your student's new school.

Enrichment Academies

Enrichment Academy combines the best elements of traditional learning along with a personalized approach to create both a social and academic setting for our students. Enrichment Academy provides students the opportunity to interact with their peers within their learning community. Parents have the option to either drop-off their student(s) or stay on location to volunteer or socialize with other Inspire parents.

Students participating in an Enrichment Academy participate in three hours of in-person enrichment instruction one day a week. Students, in TK-8th grade, participate in math, language arts, and academic/elective activities (such as art, science or history). The teachers plan learning and enrichment activities that target specific skills students need support in while creating a fun, interactive, hands-on learning environment. The day also consists of a recess time for students to get outside and play together. Parents are provided with a syllabus every eight weeks outlining the math, language arts skills, electives that will be covered by your student's EA teacher each week.

During Enrichment Academy, students are given the opportunity to participate in a variety of academic and social experiences such as science fair, spelling bee, career day and community service projects.

Enrichment Academy days provide support opportunities for our homeschooling parents and guardians. They offer weekly interaction with other Inspire homeschooling parents for workshops, a chance to support your EA and children by serving on your local Booster Club, time to talk to other homeschooling parents, or just to have some time off.

Additional EA Information:

- There is a cap on grade level group size. Once a grade level group reaches capacity, there will be a waiting list.
- TK and High School classes may not be available at all locations
- Each student who enrolls in the Enrichment Academy (EA) program for the 2018-19 school year will have a fee of \$125 per semester deducted from his/her Instructional Funds.

How to Register for Enrichment Academy

If you have questions about the Enrichment Academy program or would like to register your student(s) please contact your Homeschool Teacher.

Special Education

Inspire Charter School personnel are committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

In cooperation with the El Dorado County Charter Special Education Local Plan Area (SELPA), Inspire Charter Schools will work to ensure that a Free and Appropriate Public Education (FAPE) is provided to all eligible students with exceptional needs in the student's Least Restrictive Environment (LRE). Specifically, Inspire Charter Schools will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR), and applicable special education policies and practices of the SELPA.

COMMON QUESTIONS

Following are the most common questions that the special education department receives from families regarding special education at Inspire. Please review and contact the department which serves your child if you would like to discuss these topics further.

1. What is Special Education?

Special Education is specially designed instruction, supports, and services to meet the unique educational needs of individuals with disabilities, which cannot be met in the general education program. It is an integral part of the total public education system, and special education services are provided:

- In a way that promotes maximum interaction between students with and without exceptional needs;
- At no cost to families; and
- Include a full range of program options to meet the educational and service needs in the least restrictive environment (LRE). --California Education Code Section 56031

2. Who should you contacted when you believe your child may need additional academic support?

Your assigned Homeschool Teacher is the best person to initially discuss any academic questions or concerns with. Your Homeschool Teacher will most like recommend interventions and/or accommodations for you to use with your child if appropriate.

In the event that you and your Homeschool Teacher need additional guidance in supporting your child, you may request for a Student Study Team (SST) meeting to be held. This meeting will document the concerns of school staff and families, identify interventions attempted, and possibly recommend additional interventions. Interventions should be attempted for six to eight weeks and a second SST meeting should be held to document the student's response to intervention. Depending on the successful implementation of the intervention, the SST will contact the Assessment Team for additional support or recommendations.

3. How is it determined that a student is eligible to receive special education?

Assessments are the basis for Special Education eligibility, placement, and service decisions. The assessments will be done by professionals who have had specialized training and required certification/licensure. Please note: General Education teachers and parents, who know the students well, play a critical role in understanding a student's academic strengths and struggles and are essential in the process of documenting/identifying areas of needs.

When the school accepts a referral for special education, the child will receive a "full and individual initial evaluation" to determine if the child has a disability and what the child's educational needs are. A full evaluation means that the child shall be assessed in all areas of suspected disability within 60 calendar days of parental consent received by Inspire via signature on an assessment plan (timelines adjusted for student breaks over five consecutive days).

4. What is an Individual Education Plan (IEP)?

An IEP is a contractual, legal obligation, on the part of the school stating how the school plans to assist a student once they have been determined eligible for Special Education supports and services. The IEP document is written following the determination of a student's need and eligibility for special education.

The Individual with Disabilities Education Act (IDEA) requires that an IEP include a "statement of measurable annual goals" which allow the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability." The IEP team develops the IEP document annually and identifies the child's needs, annual goals, objectives, adaptations, services and placement.

5. What is the role of the parent in an IEP meeting?

Parents are encouraged to participate in the IEP meeting by providing information on which “supplementary aids and services, program accommodations, and support for parent’s role as *learning coach* are needed to help the child progress toward attaining progress in general education curriculum and on their IEP goals. Please speak with your Special Education teacher further regarding the structure of IEP meetings and if you have any questions or concerns.

6. How are special education services provided at our independent study school?

Students with IEPs are required to participate in special education services as indicated in their IEP documents.

- Specialized Academic Instruction (SAI) is delivered virtually that are taught by experienced and credentialed special education teachers. The format of these sessions are determined by the student’s IEP team and based on their academic IEP goals.
- Related Special Education services, such as occupational therapy, speech and language therapy, etc. are provided via non-public agencies (NPA) contracted with Inspire. NPAs have a certification with the California Department of Education to work with school aged students and they are carefully selected by Inspire.

7. May a family maintain the same special education NPA Providers/individual therapists, if they enroll in Inspire and year to year?

Each NPA oversees the scheduling and availability of their services providers. If families wish to maintain a service provider that was used at a previous school, please contact the Related Service Coordinator for your region to share this request. Our Special Education Department will confirm their NPA certification with the California Department of Education, establish a contract with that NPA, and forward the family’s scheduling request.

Please note: The Special Education Department is happy to work with families in these instances, however we are not able to guarantee that they may maintain the same NPA providers/individual therapists.

8. Should Special Education Teachers be included in the development of a student's education plan, designed by the Homeschool Teacher?

Whenever possible, it is recommended that a Special Education Teacher be included in the development of a student’s education plan, which is designed by the learning coach and Homeschool Teacher. While it is not a requirement, the involvement of the Special Education Teacher provides an opportunity for the team to get a different perspective on how to help support a student’s needs, challenges, and strengths.

9. Shall your Homeschool Teacher collect work samples for students with an IEP?

Inspire’s Work Sample policy is the same for all students.

Instructional Funds

Program Description

In order to allow families flexibility on their personalized learning path we allocate each Inspire student with an instructional fund account from which families and their teachers select services, products, classes, curriculum, enrichment activities, educational activities, physical education activities, and technology items to fit their goals. All orders must be secular and are approved by your Homeschool Teacher and/or our Enrichment Staff.

For the 2017-2018 school year, the Instructional Funding for Main Program students is as follows:

- Transitional Kindergarten (TK):
 - TK Students whose 5th birthday is on or before December 2, 2018, \$2600 total (\$1600 on 7/01/18 and \$1000 on 12/01/18)
 - TK Students whose 5th birthday is between December 3, 2018 and February 28, 2019, \$1600 total (\$600 on 7/01/18 and \$1000 on 12/01/18)
- Kinder-8th Grades: \$2600 (\$1600 on 7/01/18 and \$1000 on 12/01/18)
- 9th-12th Grades: \$2800 (\$1800 on 7/01/18 and \$1000 on 12/01/18)

Service Options:

- Fine Art & Music Classes
- Academic Enrichment Classes
- Physical Education Classes
- Tutoring
- Driver's Education
- Geography Classes
- Performing Art Classes
- Reading and Writing Classes
- STEM Classes
- and more

Product Options:

- Enrichment materials*
- Curriculum
- Technology items**

* See enrichment guidelines for a list of allowable enrichment material requests.

** The *Parent-Student Information Technology Acceptable Use Policy* (AUP) must be signed in order to access, use or be issued technology devices, items and resources. All families will sign this form as part of the enrollment packet. Families must agree to the terms of this AUP to receive items from the Tech Centre.

All families will have access to the list of approved vendors/service providers and product/materials items. This list is updated on a daily basis throughout the school year.

Instructional Funds can be carried over and used in future school years, so long as the student is enrolled in our school.

All materials ordered through ICS with state funding are the property of ICS. Materials are loaned to enrolled students for educational purpose only. The items must be returned to the school at the commencement of the withdrawal process. All materials must be returned to ICS within thirty days. Families may be billed for any items not returned and student transcripts may be held until all materials are returned.

How to Request Services/Products

1. Visit the Inspire Enrichment Center to request any service or product other than technology or Inspire Adopted Curriculum.
2. The first time a family uses a vendor for service, they will need to sign and submit a waiver form.
3. If families are requesting a service, an Enrichment Certificate will be created and sent via email to the parent. *Students are not able to start services without an Enrichment Certificate.
4. Families will present the Enrichment Certificate to the vendor.
5. Inspire Charter Schools pays vendors directly. Parents should not pay vendors for Inspire Student services as we cannot provide payment/reimbursement to families.
6. To request technology products offered exclusively by our Technology Department (i.e. most computers, laptops, tablets, printers, and specific software), please visit the Tech Centre (<https://techstore.inspireschools.org>). This website offers a curated list of current items which require configuration or standardization. Families may use a single Tech Centre account to place requests for multiple students.

How to Request New Vendors

- If a family would like to use a vendor that is not currently on the approved vendor list, a vendor application can be requested using this link: [Vendor Application](#)
- Product vendors do not need to be pre-approved.
- Our Vendor Welcome Team will contact the vendor. A Vendor Team member will email the family and cc the Homeschool Teacher with notification of approval/non-approval. The vendor list will be updated on a daily basis.
- The vendor approval process is largely dependent on how quickly a vendor returns their

application and supporting documents. The process could take a couple days to a couple of weeks. Our goal is to have the vendor approval process completed within two weeks.

- Vendors are often more willing to go through the steps to become an approved vendor if you, the family that is interested in their products or services, let them know that you are requesting their approval through Inspire Charter Schools. This way they will be aware when the application email arrives to them from us.

Tech Centre

Choosing technology can be overwhelming. Our “Tech Centre” helps simplify your selection by providing a curated list of qualified devices, items and software. All items offered meet internal standards of quality, performance, value, availability and support. These items can be obtained with Instructional Funds.

Some technology items (e.g. computers, laptops, tablets and printers) require specific configurations, must meet certain standards or be purchased through select suppliers, channels or agreements. The Tech Centre allows ICS to meet those obligations.

Tech Costs

Most Tech Centre items are business-class devices not found in local retail stores, so be certain you are comparing the exact same models and specs. Remember, all taxes (ex. sales tax) and fees (ex. shipping, CA e-waste disposal) are also included in the price you see. Unfortunately, we are not able to price match.

Additionally, Tech Centre pricing includes software and device licenses, school compliance features, management services, enhanced warranties and damage protection, solid state drives (SSD), protective cases, asset tagging and inventory, packaging materials, shipping both ways, and lifetime support for the device is standard. These items are factored into the Instructional Fund cost of Tech Items

The following limits have been placed for tech devices assigned to students and families.

- 1 x computer per student
- 1 x tablet per student
- 1 x printer per family

How to place a request through the Tech Centre

1. Open your favorite Internet browser (e.g. Firefox, Chrome, Safari, Edge) from any computer (or mobile device)
2. Visit the Tech Store by entering or searching for: <https://techstore.inspireschools.org>
3. Create an account by clicking “My Account” then click “Continue” under the “Register New Account” section
4. While registering, be sure to enter parent/guardian’s contact information.
5. Browse for the items you are interested in requesting for your family
6. When you find an item you want, add the required student and teacher information. Add it to your cart.
7. Order requests for multiple students and multiple items may be placed under a single account or even a single order.
8. View your cart and click the “Checkout” button
9. Following the instructions to enter the appropriate contact and shipping information
10. Submit your request. You will receive an automated email response with your order number.
11. A Technology Department representative will contact you once your request is verified for eligibility and accuracy

Occasionally, some Tech items, such as computers, printers, and tablets, are mistakenly requested through the Enrichment Centre. These will be redirected to the Tech Centre.

Tech Centre Returns

All Tech items are the property of ICS and returns can be submitted to our Technology Department. Detailed directions for returns will be included along with prepaid shipping labels that are sent to you. Please contact us to return item(s) to start the return process and request the prepaid labels. We can also arrange to have returns picked up for free.

The school is unable to sell any enrichment/technology items to families.

For Tech Centre assistance, questions, or to request return labels you may call 626.433.8094 or email tech-help@inspireschools.org.

Parent-Student Information Technology Acceptable Use Policy

It is the mission of Inspire Charter School's Information Technology Department to empower our students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments.

ICS is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of ICS devices, networks, accounts, and other resources must adhere to ICS policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of ICS. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

DEFINITIONS:

1. ICS, School, Organization, and or We - Inspire Charter Schools and its subsidiaries, programs, and divisions
2. ITD - Inspire Charter Schools Information Technology Department
3. You, Your, and or I - The parent/guardian, student, and signer of this Acceptable Use of Technology Policy
4. Resources - Devices, systems, services or networks owned, operated or issued by ICS
5. User - Any person(s) accessing or utilizing ICS resources that is not a resource operator
6. AUP - Parent/Student Information Technology Acceptable Use Policy

USER RESPONSIBILITIES:

Access to ICS technology, resources, and support is a privilege which offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this AUP document.

1. You agree to, learn about and comply with all information outlined in this AUP policy document

2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - a. Never leaving items unattended
 - b. Never lending, giving or releasing items to a person other than an employee of ITD
 - c. Never removing protective accessories or features (e.g. cases, bumpers)
 - d. Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
 - e. Maintaining student supervision by parent/guardian during access and usage
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. Parent/guardians are expected to provide supervision and monitor device/Internet access and usage.
5. You are expected to make a reasonable effort to protect your passwords, information and data.
6. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
7. Items, devices and resources issued by ICS are School property and must be returned or relinquished to ICS upon request.

ACCEPTABLE USE OF ICS RESOURCES BY USERS:

1. All ICS-issued accounts are intended solely for use by the person authorized to use the account.
2. When sharing or exposing personal information or data online, extreme caution should be exercised.
3. Any information or communication accessible via any ICS network should be assumed private property.
4. ICS reserves the right to verify whether specific uses of ICS technology or networks are consistent with this acceptable use policy.
5. ICS is bound by certain licensing agreements. Users are expected to comply with those agreements.
6. Educational and instructional use as related to ICS only

UNACCEPTABLE USE OF ICS RESOURCES:

1. All commercial or for-profit usage is prohibited.
2. The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.

3. Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. Example: Federal copyright laws ([Title 17](#), USC)
4. Any attempt to circumvent ICS security measures, content filters or access restricted resources is prohibited.
5. All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
6. The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
7. Impersonation of any user other than yourself is prohibited.
8. Unauthorized falsification or modification of any school records is prohibited.
9. The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useable to identify an individual without written consent is prohibited.
10. Political lobbying or advertising is prohibited.
11. Unauthorized maintenance, service, repairs or upgrades are prohibited. ICS owned or operated resources must be maintained by ITD or authorized third parties.

EXPECTATION OF PRIVACY

For email, networks, systems and other resources owned or operated by ICS, users should have no expectation of privacy. ICS reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by ICS:

1. Obtain emails, messages and their attachments transmitted to or through ICS owned or operated email systems
2. Monitor an individual's use of ICS owned resources
3. Locate or track the location of an ICS owned resource
4. Confiscate, search, disable or wipe any ICS owned device, item or their contents/data

Personal devices are private. ICS must obtain permission to access personal devices.

CYBERBULLYING:

Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, and social media). Examples of this behavior include but are not limited to:

1. Transmitting false, cruel, hateful or embarrassing information or media targeting others
2. Creating posts or websites that have stories, cartoons, pictures or jokes ridiculing others
3. Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
4. Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
5. Posting of a student picture without their permission.
6. The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health.

STUDENT DEPARTURE:

1. Upon student departure (ex. withdrawal, graduation, or expulsion) from ICS, all issued items must be returned within 30 days. Prepaid return labels and pick up services may be provided at no cost. Please review our *ICS Tech Centre and Issued Technology Agreement* for complete details regarding returns.
2. For information regarding technology returns, please review our *ICS Tech Centre and Issued Technology Agreement* or contact ITD.

CONTACT INFORMATION:

INSPIRE CHARTER SCHOOLS INFORMATION TECHNOLOGY DEPARTMENT (ITD)

Phone: (626) 433-8094

- Email: tech-help@inspireschools.org
- Submit a Request: <https://inspireschools.teamwork.com/support/>

DISCLAIMER & ACKNOWLEDGEMENTS:

1. ICS reserves the right to modify its policies at any time.
2. All items, devices, and resources issued by ICS are school property. School property must be returned or relinquished to ICS upon request or departure from the school
3. ICS reserve the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
4. Access to ICS technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of ICS.

5. ICS will not be held liable for the information or data retrieved, stored, or transmitted by means of ICS owned or operated resources, devices, networks, or systems.
6. Users should not have an expectation of privacy in the use of ICS resources, email, systems, or networks.
7. Illegal activities performed using ICS devices, networks, and systems may be reported to the proper authorities when discovered.
8. ICS will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays or non-deliveries.
9. ICS issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of ICS.
10. ICS may confiscate and search any ICS technology in the event of policy
11. ICS is not in any way an Internet Service Provider.

USER AGREEMENT:

I have read, understand, and will abide by the above PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY while using any ICS technology and other electronic resources issued, owned or operated by ICS. I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any ICS resource may be limited or revoked, and disciplinary and or legal action may be taken.

BY SIGNING THE PARENT/STUDENT HANDBOOK SIGNATURE OF RECEIPT AND ACKNOWLEDGEMENT SECTION, **YOU AGREE YOU** HAVE READ, UNDERSTOOD AND ACCEPT THE TERMS WITHIN THIS PARENT/STUDENT ACCEPTABLE USE OF TECHNOLOGY POLICY

Non-Compliance Policy

Inspire Homeschool Teachers partner with families to educate students enrolled in our programs. The partnership is effective if students and parent/guardians are actively participating in our program and meeting enrollment requirements.

Indications that a student is not actively participating in our program include:

- o Non-attendance
- o Missing or refusing to schedule meetings
- o Unable to contact
- o Not meeting enrollment requirements
- o Not submitting requested work samples

- o Making inadequate progress

In these instances ICS may:

- o Contact the family by phone and email requesting resolution within two school days.
- o Two school days later, if there is not satisfactory resolution, the Homeschool Teacher will attempt to contact the family again by phone, email, and a letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days.
- o If the issue is resolved, the parent/guardian and teacher will confer to review expectations and create a plan to maintain compliancy.
- o If the issue is not resolved, the Homeschool Teacher will attempt to contact the family again by phone, email, and a second letter of non-compliance will be sent to the address on file. The letter will request a resolution within five school days. In addition, an Administrative Conference Call will be scheduled to be held no sooner than six days of the date the letter was sent.
- o It may be deemed, at that time, that independent study is not the best educational placement for the student and the student may be withdrawn.
- o Should a student be Administratively Withdrawn, the student is not eligible to re-enroll in the school for at minimum, one academic school year.

Work Samples

To meet California Independent Study Guidelines, work samples will be required and collected at the end of each Learning Period. Students are required to submit work samples as requested by their Homeschool Teacher to demonstrate and document student learning. Failure to provide work samples may jeopardize your child's enrollment status at Inspire.

Acceptable Work Sample Criteria:

- Original or scanned PDF version
- Demonstrates neat and organized work
- Demonstrates a good reflection of your child's learning and abilities
- Includes student's name and date in the top right hand corner
- The sample needs to be completed and dated within the collection Learning Period
- Must be non-sectarian (non-religious)
- Photographs must include a summary from the student's perspective
- Samples may be typed or hand-written by the student. Younger students may dictate to the parent to write or type for them

Non-Compliant Work Samples Include:

- Scanned documents that are difficult to read or are very light
- A scanned or printed document of a certificate of completion or report from an online learning platform
- A photograph which does not include the student's summary of the project/concept
- Incomplete worksheets or work

Testing & Assessment

Assessment data is critical to Inspire Charter Schools. Essentially, assessments are one indicator of student learning. Using assessment data is not only a healthy thing to do internally as a school community, but also a required part of the WASC accreditation process and the charter renewal process.

WASC accreditation shows that a school has met and is maintaining a high level of standards. Furthermore, having WASC accreditation validates the integrity of the school's program for transfer students and transcripts for university acceptance. Many of our families put great value on WASC accreditation. In order to receive WASC accreditation, a school must go through a rigorous process of describing, demonstrating, and evaluating its instructional program through a school-wide action plan.

It is a wonderful accomplishment for a school to be accredited, but the work is not finished. Maintaining accreditation is an ongoing cycle of managing change and improvement through regular assessment, planning, implementing, monitoring and reassessing. All of our Inspire Charters are involved in the WASC cycle.

Assessment data is also an important piece in our charter renewal process. All charter schools are authorized by a sponsoring school district. The authorizer is granting permission to the petitioning organization to make their own independent decisions and operate their own school. In return, the charter school needs to demonstrate compliance with the essential terms of the charter, which include Ed Code, student achievement, governance, reporting requirements, etc. Each charter that makes up Inspire Charter Schools must remain in good standing with each authorizer. Without authorization, we have no charter! Authorizers gauge compliance and achievement with assessment data. Scores at the individual student level are never shared, and privacy of student names is maintained according to federal laws that protect students.

It is very important to the school that all students participate in school wide assessment. We do our very best to listen to the needs of the parents and students. We hope this year there are positive changes for you and your child with the different assessment adoptions.

State Standardized Tests – California Assessment of Student Performance and Progress (CAASPP)

As students of a public charter school, our students participate in the following state standardized tests:

- Grades 3 – 8: Smarter Balanced Assessment Consortium (SBAC)
- Grade 11: Smarter Balanced Assessment Consortium (SBAC)
- Grades 5, 8 and High School Grade Level to be determined by the state: California Standards Test for Science (CAST)
- Grades 5, 7 and 9: Physical Fitness Test (PFT)

As a public charter school we receive state funds that each student accesses when they use their Instructional Funds.

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California.

Inspire faculty administers all state standardized tests at facilities located within driving distance of your home. A testing schedule will be provided to you from your teacher. Individual student performance results on statewide achievement testing will be distributed to parents that would like a copy.

Often our families have questions or concerns about the SBAC/CAST assessments. At Inspire Charter Schools we want our families to feel informed about the assessments so they are prepared and feel more comfortable partaking. During the school year you will be invited to attend one of our parent information sessions where we will cover the following frequently asked questions and answer any additional questions you may have.

- Do these assessments represent a new federal intrusion into education?
- Who created the assessments?
- What is the SBAC?
- What is known about these new assessments?
- Will these assessments result in the collection of intrusive and inappropriate data on children?
- Will these assessments result in standardization of teaching and learning?
- What does this mean for Inspire?
- What if I don't teach Common Core and my students do not do well?
- Will my student be denied enrollment if I do not participate?
- What if my student has anxiety and is not used to taking an assessment?
- Will my student(s) be ready?
- Opting-Out

Star 360

Inspire Charter Schools believes that ongoing assessments will help to inform instructional practices. It is not designed to find flaws but rather to build strength and skills necessary to become successful in the student's education career.

ICS chose Star 360 because of its adaptive and non-adaptive nature and the diagnostic tool pinpoints students' needs down to the sub-skill level. Star 360 provides data-driven insights and support for successful implementation of the new standards. Star 360 has a custom assessment (paper-pencil version) that can be used in place of the adaptive assessment. ICS will provide the parents with the results of Star 360, so the parent and teacher can work together to create a personalized learning plan for each student.

Assessments allow our teachers to monitor student growth and performance consistently and continuously over a student's entire K-12 career. The questions will automatically change the level of difficulty, thus "adaptive," based on student response patterns. The non-adaptive paper pencil version of Star 360 will allow students to show mastery in standards over the course of the year and we can still measure growth and use these assessments to drive our instruction.

Star 360 Testing will occur two times a year, typically in the fall and spring of each year.

Testing for English Language Learners

California state law requires that the CELDT be given each year to English Learners. The CELDT (California English Language Development Test) is a test that measures how well a student can listen, speak, read, and write in English. The purpose of CELDT is to ensure all students receive adequate support to succeed.

New students that have declared another language besides English on their home language survey must be assessed. This includes TK students. Students that have been previously designated as English Learners at another public school (even if it was years ago) must be tested by law every year until they reach a level of proficiency and are reclassified. At that point they will no longer need to take the test.

The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC (English Language Proficiency Assessments for California) as the state assessment in the spring of 2018.

Records Department

The Records Department supports families by maintaining student records and will process requests for various documents such as work permits, enrollment verification, report cards, and transcripts.

<u>Document Requested</u>	<u>Expected Time of Processing</u>
Work Permit	2-3 business days
Enrollment Verification	2-3 business days
Copies of Grades and Official/Unofficial Transcripts	3-5 business days
Copies of CUME (Student Records)	3-5 business days

Work Permits:

There are two types of work permits: Entertainment and Non-Entertainment

Entertainment Work Permits are obtained from the entertainment industry employer, filled out, and sent to records@inspireschools.org,

Non-Entertainment Work Permits are different. Before the Records Department can fill out a regular work permit, the employer needs to provide the student a **B1-1** permit (think of this as the permit to attain a permit). This is important because it tells our department where the student wishes to work. Once the **B1-1** permit is sent to records@inspireschools.org, one of our Records specialists will fill it out and provide a **B1-4** at the same time. The **B1-4** is the actual permit.

Concurrent, College Enrollment Exceptions:

For all concurrent, college enrollment requests, please send applications and inquiries to your Guidance Counselor. There is a minimum five (5) business day turnaround for these applications, so please plan accordingly.

Dave Beran is the Director of Records and School Development. He can be contacted at dave@inspireschools.org or (626) 317-0112 Ext 1138 if you have any comments, questions, or concerns regarding the Records Department.

Harassment

It is the policy of ICS to prohibit harassment by any means, including but not limited to: sexual, physical, verbal, written, electronic, mental, emotional and visual harassment, intimidation, bullying, and cyberbullying. Whether direct or indirect, such intentional acts substantially harm and interfere with a student's education, threaten the overall educational environment, and disrupt the operation of school.

Harassment for any reason including, but not limited to: race, sex, gender, national origin, ancestry, marital status, economic status, disability, sexual orientation, and/or religion is a violation of both state and federal law. Verified harassers may face loss of computer or other special privileges, suspension, or expulsion. Any disciplinary action will be determined by the school administrators and board of directors. In addition, when any kind of threat is communicated or when a hate crime is committed, the administration will report such crimes to local law enforcement officials. Harassers may also be subject to civil and criminal liability for any such unlawful behavior.

ICS will take measures against harassment. This includes any act that takes place on or immediately adjacent to the location of any school event, at any school-sponsored activity, on school-provided transportation, or off-campus activities that cause or threaten to cause a substantial and material disruption at school or interfere with the rights of students to be secure.

In situations in which electronic or cyber bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be so severely disruptive of the educational process that it markedly interrupts or severely impedes the student learning..

It is important to understand that jokes, stories, cartoons, nicknames, the sending or posting of inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

If you feel you have been a victim of harassment or are being bullied, inform your Homeschool Teacher or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. The teacher or school administrator will document the events, contact the appropriate parties, and appropriate steps will be taken.

Definition of Expulsion

Expulsion shall be defined as permanent dismissal from ICS, without re-enrollment privileges, and must be approved by the ICS Charter Board or their authorized designee.

Definition of Suspension

Suspensions shall be defined as a temporary leave of absence from ICS that may occur at the discretion of the individual ICS teacher, the coordinator of an enrichment academy or learning center, Regional Administrator, or the ICS Charter Board.

Grounds for Suspension and Expulsion

A student may be subject to suspension and/or expulsion when it is determined that he/she, while on or within view of the Resource Center or Enrichment Academy, Specialty Program, Vendor Locations, at a school sponsored activity/field trip, or online.

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew, and packets. This restriction shall not prohibit a student from using or possessing

his/her own prescription products.

- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, Charter School's Board of Directors, or designee(s)'s concurrence.
- Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- Harassed, threatened, or intimidated a student who is a witness or complaining witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Made terrorist threats against school officials, students, and/or school property.
- Committed sexual harassment as defined in Education Code 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment including, but not limited to, acts outlined in the Harassment section.

Note: Pursuant to Education Code 48900.7, the making of a terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Suspension & Expulsion for Students with Disabilities

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion which apply to general education students. All the procedural safeguards established by Charter School policies and regulations shall be observed in considering the suspension or expulsion of students with disabilities. In the case of a suspension or an expulsion of a student identified as having special education needs, ICS shall comply with federal and state law.

Due Process Statement

ICS shall provide for the fair treatment of students facing suspension and expulsion by affording them due-process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in ICS policy, regulation, or law.

In all cases, ICS disciplinary policies shall afford students due process. To this end, the ICS Charter Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled.

In the event of an expulsion, a student will be entitled to written notice of the grounds for their proposed removal and will be given a full due-process hearing in regard to the proposed expulsion. Parent(s)/guardian(s) will also be given written notice in advance of said hearing so that they may attend. ICS will maintain a record of the notice and of the hearing. The student will also be entitled to appeal a decision to expel said student, pursuant to the appeal procedures established by the ICS Charter Board.

Grievance Policy and Procedure

ICS is committed to achieving student/family satisfaction. The following procedure was developed to ensure that student, family and Inspire staff grievances are addressed fairly by the appropriate persons in a timely manner. ICS prohibits discrimination against students/families on the basis of ethnicity, sex, ancestry, physical or mental disability, race, color, gender, national origin, sexual orientation or religion.

The parent/guardian will address in writing any concern or grievance initially with the student's Homeschool Teacher and supervisor. Both Homeschool Teacher and supervisor will respond within ten (10) school days.

If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with school leadership to discuss the concern or grievance. The Sr. Director will investigate and respond with ten (10) school days.

A written email and letter will be sent to the family that will address the concern and outcome.
Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Inspire Charter School receives a request for access.

Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask ICS to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in

order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by ICS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement

of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

SIGNATURE OF RECEIPT & ACKNOWLEDGEMENT

By signing, you are agreeing to the policies and procedures of the Parent Student Handbook including, but not limited to:

- Enrollment Requirements
- Academic Expectations
- Report Cards & Grading
- Attendance
- Non-Compliance
- Work Samples
- Technology Usage
- Testing & Assessments
- Behavioral Expectations
- Instructional Funding
- Academic Integrity



Board Policies Manual

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INSPIRE CHARTER SCHOOL – LOS ANGELES
INTERSCHOOL TRANSFER AND LOAN POLICY
FISCAL YEAR 2017-18

Background:

The use of intercompany transfers or loans from one charter school to another charter school operated by the same nonprofit charter school management organization has been deemed appropriate by various charter school authorizers, reviewed by the IRS and the California State Controller's Office. Furthermore, according to the legal counsel for the California State Auditor's Office, "a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds."

The Board of Directors of Inspire Charter School – Los Angeles have established a policy that permits schools that it operates to obtain temporary working capital. This is accomplished by transferring reserve funds from one or more schools with a surplus to a school with a financial need. In addition, due to the nature of operating related schools, transactions such as payroll, taxes, split invoices, etc. will need to be paid from a single bank, while the expenses belong to multiple schools/business segments. Such transactions create intercompany receivables and liabilities.

These interschool loans, receivables and liabilities will be subject to Board approval on an annual basis and will not be allowed unless the lending school has sufficient capital to lend without having an adverse impact on the educational program. The borrowing school must demonstrate a specific need and shall repay the entire loan in a timely manner. A monthly update on any and all outstanding interschool loans and balances shall be provided to the Board of Directors that shall include an update on each school's financial position, amount that has been repaid, amount outstanding and anticipated repayment date.

Now, therefore be it resolved:

For the 2017-18 fiscal year, the Board of Directors hereby approves total interschool loan/account balances up to \$4,500,000 at any one point in time.

PASSED AND ADOPTED by the Board of Director's meeting held on October 1st, 2017.



Secretary's Signature

10/01/2017

Date

FISCAL POLICIES AND PROCEDURES MANUAL

Inspire Charter School – Los Angeles (1668)
1740 Huntington Drive #205, Duarte, CA 91010

Approved: October 1, 2017



LEGAL STRUCTURE

Inspire Charter Schools – Los Angeles (“ICSL”) is a California Corporation and is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

Charter Name	Charter Number	Authorizer	Start Date of Charter	Expiration Date of Charter
Inspire Charter School – Los Angeles	1668	Acton-Aqua Dulce	7/1/2014	6/30/2019

METHOD OF ACCOUNTING

The books and records of ICSL are prepared using the accrual method of accounting. Under this method, revenues are recognized when earned; expenses are recognized when incurred. However, during the year revenues are recorded as received; an accrual is recorded at year-end when all revenues are known and verifiable.

ACCOUNTING SYSTEM

Effective 03/1/15, ICSL uses Abila Fund Accounting for maintaining its general ledger activities and has contracted with Charter Impact, a third-party back-office service provider, to ensure accurate and timely processing of accounting transactions, payroll, budgets, cash flow projections, financial reporting and compliance. ICSL follows a customized chart of accounts modeled after the Standardized Account Code Structure (SACS) and utilizes Resources to track restricted activities.

CASH ACCOUNTS

ICSL obtains board approval before opening or closing any bank or investment accounts.

ICSL currently maintains the following bank accounts:

- **City National Bank** – ending in #6826
- **City National Bank** – ending in #6669

The bank account is reconciled on a monthly basis by Charter Impact and all accounting records are kept in a secured location.

AUTHORIZED CHECK SIGNERS

The following parties are authorized to sign checks:

CEO/Executive Director:	Dr. Nick Nichols
Principal/Director of School Support:	Cristino Alcala
Director of Academic Program:	Diane Beran

There is currently no dual signature requirement on checks; checks will be written at the school site and only in the case of an emergency.

Reimbursements to any authorized member must be approved by a different authorized individual.

Following is general information on the major accounting and transaction areas.

PURCHASES AND CASH DISBURSEMENTS

Designated staff are authorized to make purchases on behalf of ICSL, after ascertaining pre-approval by the Executive Director, Director of School Support, or Senior Operating Director.

At least one of the following must accompany all cash disbursement transactions:

- Purchase Order with proper authorization
- Check Request/Employee Reimbursement Request
- Travel Reimbursement Form

All purchases require approval by the Executive Director, Director of School Support, or Senior Operating Director.

Accounts Payable Checks are processed weekly by Charter Impact.

Bill Pay Process:

1. Charter Impact receives invoices for payment each week.
2. Each invoice is reviewed for accuracy, proper authorization, and completeness. Invoices must be accompanied by a Check Request/Employee Reimbursement Request, Purchase Order and/or Packing Slip, if applicable.
3. An AP batch header is prepared or reviewed by the Office Manager, including vendor name, invoice, date and amount of all bills to be entered, evidence that each bill either properly includes sales tax or is subject to use tax (in which case a copy of the bill is filed in a binder for year-end use tax preparation), and a hash total of all bills in the batch.
4. The bills and batch header are delivered to the Accounting Clerk for review and entered into Sage. Each bill is stamped "Entered" when entered into Abila.
5. Once all bills have been entered, a report of Unposted AP Transactions is printed from Abila and submitted to the Manager for review, along with the bills and AP Batch Header.
6. Manager notates any changes and returns the reviewed AP package to the Accounting clerk for revision and posting.
7. Accounts Payable Aging and available cash balances are reviewed and invoices are selected for payment.
8. Checks are printed and matched to invoices.
9. CEO of Charter Impact reviews and signs checks or approves use of facsimile signature stamp.

ATTENDANCE AND STUDENT DATA REPORTING

ICSL utilizes PowerSchool to track student data and attendance and to compile data for required reporting to the District and State. Charter Impact is responsible for completing the monthly attendance reports as well as the P1, P2 and annual attendance reports. ICSL also contracts with Charter Impact to ensure accurate and timely reporting of CALPADS data.

CASH MANAGEMENT

At times, cash balances may get very low due to revenue cycles. Due to this, Charter Impact performs detailed procedures to ensure knowledge of cash balances at all times and forecast cash flow needs for the future. Each week, a cash position report that reconciles the general ledger cash balances to the bank balances for the school accounts is created. A 30-Day look ahead is also updated, reflecting the total forecasted cash balances for the foreseeable future. This report is used to determine which bills to pay each week. Any forecasted cash shortages are communicated to management immediately.

TRAVEL EXPENSE REIMBURSEMENT POLICY

In general, employees will be reimbursed for any actual expenses incurred – up to the limit of the prevailing Federal Per Diem rate – while on school-related travel. These expenses must be submitted on to the Executive Director, Director of School Support, or Senior Operating Director for approval. If the Executive Director is requesting reimbursement, another authorized party must approve the form.

Mileage is also reimbursable for necessary business travel that takes an employee further from their home than their usual commute to work or that requires an employee to travel to an additional location beyond their normal work location. Mileage will be reimbursed at the prevailing Federal mileage reimbursement rate (currently 53.5 cents per mile as of 1/1/2017).

Overnight hotel stays are only approved in cases where an employee is attending a conference or an event that is outside of the greater Los Angeles area. Any overnight travel must be approved in advance by the Executive Director, Director of School Support, or Senior Operating Director.

Advances for travel will not be provided prior to travel.

Reimbursement requests must be submitted within 60 days of travel for payment to be honored. Any reimbursement requests that are not submitted in a timely manner may not be paid. If travel occurs in June, reimbursement requests must be received no later than July 31st in order to be included in the proper fiscal year.

PAYROLL

A personnel file will be maintained for each employee by the Office Manager and will be kept in a locked file cabinet or other secure location in the Executive Director's office.

Payroll is processed by Charter Impact for ICSL via ACH processing. Payroll registers and all other required reports are maintained by Charter Impact.

Pay dates are as follows:

<u>Pay Date</u>		<u>Pay Period Covered</u>
15 th	=	1 st to 15 th of current month
30 th	=	16 th to 31 st of current month

A-Basis (12 Months) and B-Basis (11 Months) Salaried employees, including teachers, are paid on a 12-month cycle paid July – June. C-Basis (10 Months) salaried employees are paid on a 12-month cycle paid July – June. Hourly employees are paid based on hours worked as submitted on recalculated and approved time cards. The Executive Director or CFO reviews and approves entered time prior to submitting for processing. All overtime is to be approved by the Executive Director or CFO prior to being incurred.

The hours from the time sheets are logged on a Master Payroll Schedule. This schedule is reviewed by the Executive Director prior to being submitted to Charter Impact for processing. The Master Payroll Schedule includes all employees to be paid, hourly time, stipends, and time off. The Master Payroll Schedule is submitted each pay period in accordance with the payroll calendar delivered to ICSL at the beginning of each year.

An Employee Handbook will outline other policies related to hours worked, vacation and sick time.

For certificated employees, a log of credential expiration dates will be maintained by the Office Manager and will be monitored on a monthly basis to ensure valid status at all times.

State Teachers' Retirement System

All employees in credentialed positions are required to participate in the State Teachers' Retirement System (STRS) for retirement benefits. STRS reporting must be done through the proper county or state agency, and reports and payments are due by the 1st business day of each month for the prior month's contributions.

CONTRACTS, LOANS, and AGREEMENTS

Contracts, Agreements, and Leases entered into by ICSL, which obligate ICSL to more than \$50,000, must be approved by the Board of Directors. Loans of less than \$100,000 for cash flow purposes, may be approved by the Executive Director or Director of School Support, prior to funds being accepted by the school. All loans will have a payment schedule and interest rate.

The Office Manager understands the rules regarding independent contractors, and it is ICSL's practice to obtain a completed W9 Form for all service contracts in excess of \$600 in any calendar year prior to releasing payment to the vendor. Forms 1099 for applicable service providers will be prepared and filed by Charter Impact each year in accordance with IRS deadlines.

CAPITAL ASSETS

Individual assets purchased or acquired with an original cost of \$5,000 or more and a useful life exceeding one year are capitalized and reported at historical cost or estimated historical cost. This includes new or

replacement items such as computers, furniture, equipment, fixtures, etc. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are also capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the various estimated useful lives ranging from 3 to 39 years.

A physical inventory is maintained on all capital assets by the Director of School Support and the Senior Operating Director at ICSL.

NON-CASH DONATIONS

All non-cash donations of equipment, books, or other supplies received by ICSL shall be recorded at their fair market value at the time of donation.

RECORD RETENTION POLICY

ICSL maintains a policy of retaining all accounting records for a minimum of 7 years. Accounting documents include:

- Cancelled checks (where applicable) and supporting documentation for all check requests
- Deposits
- Bank reconciliations and supporting documentation
- Journal entries
- Payroll registers and pay records, including quarterly and annual tax filings
- Capital additions schedules and supporting documentation
- Depreciation schedules
- Grants and other pertinent financial correspondence from third parties
- Year-end work papers and audit correspondence
- IRS correspondence

FISCAL REVIEW AND BUDGET PROCESS

Fiscal Review Process

The Executive Director and President of ICSL and Account Manager of Charter Impact review financial reports together each month prior to Charter Impact presenting to the Board of Directors. Monthly financial reports consist of:

- Balance Sheet
- Budget vs. Actual – Year to Date - compares budget to actual activities
- Month-by-month cash flow report that is re-forecasted each month.
- Check Register for the Month
- Financial Summary highlighting key financial indicators and variances

Any material variances between budget and actual/forecasted amounts are reviewed and discussed and actions are proposed as needed to keep the school within budget overall.

Budget Process

The budget process begins in March-April of each year for the following year. During initial budget discussions, the current year forecast is reviewed in detail, and key assumptions are discussed and gathered.

The Account Manager of Charter Impact works with the Executive Director and President to develop initial draft. The draft is then presented to the Board for approval.

In the fall of each year, generally mid-November, a revised budget is drafted (when material assumptions have changed) with the newest assumptions and latest enrollment info. The same process is followed and a revised budget is approved, generally by November 30th.

In January, when the Governor's budget review is conducted, the budget is again reviewed and revisions are made only if budget changes are material.

MONTHLY AND YEAR-END FINANCIAL PROCEDURES

At the end of each month, the following procedures are completed by Charter Impact:

- Reconcile all bank accounts
- Reconcile all balance sheet accounts
- Review all revenue and expense activities for accuracy
- Review loans and verify timely payments have been made in accordance with current agreements
- Review revenues and expenses against current year budget and research large variances
- Prepare financial statements and distribute to Executive Director and President

Financial statements will be prepared and presented to the Board each month by the 30th of the month following the month-end.

At the end of each fiscal year, all balance sheet accounts are reconciled. Accounts receivable is determined and accrued based on those revenues for the current year that have been apportioned but not received as of June 30th. Charter Impact communicates directly with the auditors on financial matters affecting the audit.



Curriculum and Enrichment Funds Policy

Inspire Charter School- Los Angeles is committed to giving students the same opportunities that are offered at non-charter district schools. District schools often provide opportunities for music, art, sports, field trips, and other ways to extend the learning experience.

The purpose of the Inspire Charter School- Los Angeles Governing Board approving this Inspire Curriculum and Enrichment Funds Policy is to accomplish the following:

1. Establish Assurances & Procedural Safeguards
2. Determine Specific Funding Amount
3. Clarify What Funds Can Be Used For
4. Clarify When Funds Can Be Used
5. Identify Non-Consumable Category Groups
6. Authorize Establishment of Lending Libraries

- 1. Establish Assurances & Procedural Safeguards:** The school will use a system with multiple checks and internal controls to ensure all instructional funds are utilized appropriately and lawfully.

Ordering Process:

- i. Parent requests curriculum, service/class, and or product through the Inspire Enrichment Centre (in-house, online ordering system).
- ii. Teacher consistent with Inspire Charter School- Los Angeles' policies and procedures reviews and determines whether or not the requested item has appropriate educational value and prior to approval, will ensure the service or product is nonsectarian in nature in accordance with Ed. Code 47605(d)(1), which states, "a charter school shall be nonsectarian in its programs,..., and all other operations".
- iii. Enrichment staff member also ensures that the requested item is evaluated for appropriate educational value and prior to approval, ensures that the service or product is nonsectarian in nature in accordance with Ed. Code 47605(d)(1), which states, "a charter school shall be nonsectarian in its programs,..., and all other operations".

- 2. Determine Specific Funding Amount:** The funding amount for the 2016-2017 school year will be \$2,600 for TK-8th students and \$2,800 for 9-12th students. The families' chosen curriculum is deducted from the allocated funding amount. Currently, curriculum costs range from \$150 to \$1,000 per student. This amount may be adjusted at any time at Board discretion or based on budget need.

- **Clarify What Funds Can Be Used For:** Instructional Funds will first be used toward the student's core subjects, technology items, then other enrichment products and services, and other appropriate items to extend the learning experience like fieldtrips, educational travel and related educational conferences/workshops. Limit on

educational travel: A student may only use instructional funds to sign up for one educational travel experience per school year. Up to \$965 of students Instructional Funds can be applied to their educational travel experience. Any deposits required to hold a student's spot on an educational travel tour cannot be paid using instructional funds. Educational content is all that can be covered by instructional funds. Travel costs such as transportation, food and lodging cannot be paid using instructional funds. Parents or guardians planning to travel with their student must pay 100% of their travel and tour costs. Up to \$350 a year may be used on parent trainings or workshops that directly support students learning. All use of funds must be approved by the student's credentialed teacher consistent with Inspire Charter School- Los Angeles' policies and procedures.

- 3. Clarify When Funds Can Be Used:** Instructional Funds may be used when students are in session or when they are not in session. For example, students may extend their learning by taking a class on an evening or Saturday outside of the regular instructional day. Furthermore, since Inspire Charter School considers the Instructional Funds as encumbered to support the specific student consistent with policies and procedures, students are able to utilize these instructional funds during the traditional "summer months" and throughout their time at Inspire in order to enhance and expand innovative learning opportunities helping to minimize the effects of learning loss typically seen come fall. Consistent with the practices of many non-charter districts supporting student learning or remediation during times when school is not in session, is an acceptable use of funds for students. Funds can be transferred between siblings enrolled at Inspire and co-used with administrative approval.
- 4. Identify Non-Consumable Category Groups:** All items in the following categories are considered non-consumable and must be returned as school property:
 - i. Technology, Electronics, and Media (CDs/DVDs)
 - ii. Textbooks and Teacher Manuals
 - iii. Science Equipment
 - iv. Musical Equipment
 - v. Games and Puzzles
- 5. Authorize Establishment of Lending Libraries:** As a general benefit to ALL Inspire families, non-consumables other than technology that are returned will be available for borrowing in our newly established Lending Libraries to be located within our current offices.

Inspire Charter School- Los Angeles' Personalized Learning Creed:

"Personalized Learning truly puts every student first by honoring and exploring your student's unique and special gifts, talents, and aspirations."



Credit/Debit Card Policies and Procedures

With the increasing use of internet purchasing, Inspire Charter School – Los Angeles' (INSPL) Executive Director is authorized to augment purchasing procedures by opening and maintaining credit/debit card accounts for use by the administration and various business departments.

The Executive Director or designee will maintain appropriate fiscal controls for all accounts to ensure that public monies are not disbursed in amounts in excess of the budgeted appropriations.

No changes to requirements listed herein may take place without approval of the Board of Directors.

Purpose

The purpose of this policy is to communicate eligibility, usage and payment of expenditure requirements for all school credit/debit cards.

Policies

1. INSPL will issue a credit/debit card to eligible employees or departments only for job-related expenses.
2. Employees shall use their credit/debit cards to charge business-related expenses. Expenses must be for approved budget items only. Any items not budgeted must be authorized by the Executive Director.
3. Personal purchases of any type are strictly prohibited.
4. Employees may NOT take cash advances on credit cards.
5. The employee is responsible for all charges made to the card. The employee will be held liable for any unauthorized items appearing on the card statement.
6. Individuals who do not adhere to these policies and procedures risk revocation of their card privileges and/or disciplinary action.

Procedures

1. The Executive Director or his/her designee is responsible for authorizing the use of cards and assigning the card limit, if applicable.
2. Before any purchase is made, the employee should verify that the funds are available in his or her budget to cover the expense.
3. The employee must obtain a receipt for the purchase and include a brief description of the business purpose or the budget account code on the receipt. In the case of meals, each receipt should include the names of all persons involved in the purchase, in accordance with Internal Revenue Service regulations.

4. The receipt is to be submitted to Accounting within 30 days of card use with an expense report, if applicable.
5. Upon receipt of the card statement, Accounting will match the receipts to the individual items and assign the appropriate accounting code. The statement along with a summary will be submitted to a Supervisor for approval. Any items that do not have a receipt will be the personal responsibility of the cardholder (unless the expense is an authorized monthly deduction).
6. The employee must notify their Supervisor immediately in the event a card is lost or stolen.
7. The card is the property of INSPL. An employee leaving the employment of INSPL must surrender the card to the Business Office who will then notify the issuing authority to cancel the employee's account.

Anti-Harassment / Discrimination / Retaliation Policy

Inspire Charter School – Los Angeles is committed to ensuring equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. Inspire Charter School – Los Angeles prohibits any such discrimination or harassment. It is the Charter School’s mission to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Anti-Harassment/Discrimination/Retaliation Policy is to accomplish the following:

1. Define Harassment
2. Identify Who the Policy Applies to
3. Identify Where the Policy Applies
4. Establish the Responsibility of Reporting
5. Identify Reporting Procedures
6. Identify Investigation/Complaint Procedures
7. Identify the Consequences of Retaliation

1. Definition of Harassment: Harassment can take many forms. The term “harassment” includes:

- Offensive remarks, comments, jokes or slurs pertaining to an individual’s race, religion, sex, sexual orientation, gender or gender identity, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status as defined by law or regulation
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault
- Offensive pictures, drawings or photographs or other communications, including email, text messages, or other forms of electronic communication
- Threatening reprisals due to an employee’s refusal to respond to requests for sexual favors or for reporting a violation of this policy
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. Submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual;
 - c. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.
2. **Who the Policy Applies to:** It shall be a violation of this policy for any student, teacher, administrator or other employee of Inspire Charter School - Los Angeles to harass another student, teacher, administrator, other employee or anyone associated with Inspire Charter Schools through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to Inspire Charter Schools (e.g. an outside vendor, consultant or customer).
 3. **Where the Policy Applies:** Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.
 4. **Responsibility:** All Inspire Charter School - Los Angeles employees have a responsibility for keeping our work environment free of harassment and discrimination.
 5. **Reporting:** Inspire Charter School – Los Angeles encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victims of such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. In addition, Inspire Charter School – Los Angeles encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. Inspire Charter School – Los Angeles recognizes, however, that an individual may prefer to pursue the matter through formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties. Inspire Charter School – Los Angeles is serious about enforcing its policy against harassment; however, Inspire Charter School - Los Angeles cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Inspire Charter School – Los Angeles's attention so it can take whatever steps are necessary to correct the problems.
 6. **Investigation/Complaint Procedure:** All complaints of harassment or discrimination will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their immediate supervisor, the Executive Director, or the Deputy Executive Director. Inspire Charter School – Los Angeles encourages the prompt reporting of complaints or concerns so

that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation methods and appropriate corrective actions. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Inspire Charter School - Los Angeles believes appropriate under the circumstances. Willful false and malicious complaints of harassment, discrimination or retaliation may be subject to appropriate disciplinary action.

7. **Retaliation:** Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Family Educational Rights and Privacy Act (FERPA) Directory Information Policy and “Opt-Out” Notice

Inspire Charter School – Los Angeles is committed ensuring that the Charter School complies with the Family Education Rights and Privacy Act (FERPA) and the disclosure of directory information.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Family Educational Rights and Privacy Act Directory Information Policy and “Opt-Out” Notice is to accomplish the following:

1. Establish the Release of Directory Information
2. Define Directory Information
3. Identify the “Opt-Out” Notice Procedure

- 1. Release of Directory Information:** “Directory information,” which is defined as set forth below, may be released to requestors in limited circumstances by the Charter School without additional notice to parents/guardians unless the parent/guardian “opts out” of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, the Charter School’s policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT the Charter School will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools.

- 2. Definition of Directory Information:** Inspire Charter School - Los Angeles has designated the following information as directory information:

- Parents’/guardians’ names
- Address
- Electronic mail address
- Dates of attendance
- Degrees, honors, and awards received; and

- The most recent educational agency or institution attended
3. **“Opt-Out” Notice:** If a parent/guardian does not want the Charter School to disclose the parent/guardian’s contact and other directory information from his/her child’s records to such persons or entities without the parent/guardian’s prior written consent, the parent/guardian must notify the Charter School in writing within two weeks of receipt of this policy.

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Homeless Education Policy

Inspire Charter School – Los Angeles is committed to ensuring that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student's status as homeless.

The purpose of the Inspire Charter School - Los Angeles Governing Board approving this Homeless Education Policy is to accomplish the following:

1. Define Homeless Children and Youth
2. Identify the Homeless Liaison's Responsibilities
3. Explain the Requirements for Enrollment of Homeless Children and Youth
4. Identify Enrollment Disputes and the Dispute Resolution Process
5. Define Comparable Education Services for Homeless Children and Youth

1. Definitions:

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 - Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.

- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student's parent(s) or guardian(s), or is not in the best interest of the student.

In determining the best interest of the child or youth, the School shall:

- Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child's or youth's parent or guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or unaccompanied youth;
- If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child's or youth's best interest to attend the School, the School shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
- In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

2. Homeless Liaison Responsibilities: The Charter School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth enroll in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

- 3. Enrollment:** All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paperwork. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

- 4. Enrollment Disputes and the Dispute Resolution Process:** If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. "Enrolled" means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled

in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School's decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth's appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

- 5. Comparable Education Services:** Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
 - Programs in career and technical education

*This policy was adapted from the Charter School Development Center- Homeless Youth Policy.

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Information Technology Department
Policies and Procedures

Overview

This document serves as a rulebook and roadmap for successfully and properly utilizing the technology resources at Inspire Charter Schools (ICS). You, the employee, should always take careful consideration to verify that all actions fall within the authorized parameters for access, utilization, distribution, and modification of ICS's technology resources set forth within this document.

Any misuse, misappropriation, negligence, or deliberate disobedience concerning these policies and procedures will not be tolerated. It is up to each individual employee and affiliate of ICS to familiarize him/herself with the policies and procedures set forth prior to signing the agreement form associated to these policies and procedures.

It is the purpose of the ICS Information Technology Department (ITD) to provide these policies and procedures in order to address potential situations and to provide steps to take during these situations. However, not all situations can ever be addressed so it is up to each individual employee and affiliate to use these policies and procedures as an example of what action to take.

The ICS Information Technology Department does encourage all ICS employees and associates to err on the side of caution should a difficult or questionable situation present itself. Please contact the ITD if you require assistance or have any questions.

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Acceptable Use of Information Technology Resources

Overview

Inspire Charter Schools Acceptable Use of Information Technology Resources policy (AUP) provides for access to information technology (IT) resources and communications networks within a culture of openness, trust, and integrity. In addition, Inspire Charter School (ICS) is committed to protecting itself and its students, faculty, and staff from unethical, illegal, or damaging actions by individuals using these systems.

ICS is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of ICS devices, networks, accounts, and other resources must adhere to ICS policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of ICS. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

DEFINITIONS:

1. **ICS or School or Organization or We** - Inspire Charter Schools and its subsidiaries, programs, and divisions
2. **ITD** - Inspire Charter Schools Information Technology Department
3. **You or Your or I** - employee of ICS and or signer of this Acceptable Use of Technology Policy
4. **Resources** - devices, systems, services or networks owned, operated or issued by ICS
5. **User** - any person(s) accessing or utilizing ICS resources that is not a resource operator
6. **AUP** - INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

Purpose

The purpose of this policy is to outline the ethical and acceptable use of information systems at Inspire Charter Schools. These rules are in place to protect students, faculty, and staff; i.e., to ensure that members of the Inspire Charter Schools community have access to reliable, current IT resources that are safe from unauthorized or malicious use.

Insecure practices and malicious acts expose Inspire Charter Schools and individual students, faculty, and staff to risks including virus attacks, compromise of network systems and services, and loss of data or confidential information. Security breaches could result in legal action for individuals or the school. In addition, security breaches damage the schools reputation and could result in loss of services. Other misuses, such as excessive use by an individual, can substantially diminish resources available for other users.

Scope

This outline is an integral part of IT security policies and applies to faculty, staff, and students as well as any other individuals or entities who use information and IT resources at Inspire Charter Schools. This policy applies to all IT resources owned or leased by Inspire Charter Schools and to any privately owned equipment connected to the schools network and includes, but is not limited to, computer equipment, software, operating systems, storage media, and the Internet.

Securing and protecting these significant and costly resources from misuse or malicious activity is the responsibility of those who manage systems as well as those who use them. Effective security is a team effort involving the participation and support of every member of the ICS community who accesses and uses IT resources. Therefore, every user of Inspire Charter School IT resources is required to know the policies and to conduct their activities within the scope of the AUP, and the **Policies, Standards, and Guidelines for IT Security** (see Resources below). Failure to comply with this policy may result in disciplinary action.

Acceptable Use Policy

Unless otherwise specified in this policy or other ICS policies, use of school information technology resources is restricted to purposes related to the school's mission. Eligible individuals are provided access in order to support their job duties as employees, official business with the school, and other school-sanctioned activities. Individuals may not share with or transfer to others their user accounts including passwords, or other access codes that allow them to gain access to ICS Information Technology resources. The protection and privacy of our students and staff information is the highest priority and each staff member is expected to enact safe privacy measures according to current state and federal laws. Violation of this could result in disciplinary action or termination.

Other administrative units have considerable latitude in developing complementary technology use policies and procedures, as long as they are consistent with this policy and any other applicable technology use policies of the school. For more information about developing technology policies and procedures, please contact the Information Technology Department (ITD).

Incidental personal use of information technology resources must adhere to all applicable school policies. Under no circumstances may incidental personal use involve violations of the law, interfere with the fulfillment of an employee's school responsibilities, or adversely impact or conflict with activities supporting the mission of the school.

Users are prohibited from engaging in any activity that is illegal under local, state, federal, or international law or in violation of school policy. The categories and lists below are by no means exhaustive, but attempt to provide a framework for activities that fall into the category of acceptable/unacceptable use.

IT Resources include but are not limited to:

- Computers
 - Desktop Computers (if applicable), Mobile Devices, Laptops, etc.
- Network Equipment
 - Routers, Network and Communication Cabling, VoIP Phones, HotSpots, Cradlepoints, etc.
- Audio/Video Equipment
 - Projectors, Cameras, Copiers/Printers, Fax Machines, Security Cameras, TVs, etc
- Software
 - Operating Systems, Application Software

- Resources
 - Group Drive File Storage, Website File Storage, Email Accounts, Social Networking Accounts, etc.

The following activities provide a general roadmap to use ICS's technology resources in an acceptable manner:

1. You agree to, learn about and comply with all information outlined in this AUP document
2. Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an employee of the ITD
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
3. You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
4. You are expected to make a reasonable effort to protect your passwords, private information and data.
5. Employees must use extreme caution when opening email attachments received from unknown senders
6. All users should lock the workstation when unattended
7. Upon termination of employment, all technology must be returned on your final day of employment. If any attempt to collect the items have failed, all matters will be handled by local law enforcement. ***For more information, please contact the ICS Information Technology Department.***

Unacceptable Use

Excessive Non-Priority Use of Computing Resources

Priority for the use of IT resources is given to activities related to the school's missions of teaching, learning, research, and outreach. ICS computer and resources are limited in capacity and are in high demand. To conserve IT resource capacity for all users, individuals should exercise restraint when utilizing computing and system resources. Individual users may be required to stop non-priority use of IT resources, such as recreational activities and non-academic, non-business services.

Unacceptable system and network activities include:

Engaging in or effecting security breaches or malicious use of system communication including, but not limited to:

1. Obtaining configuration information about a network or system for which the user does not have administrative responsibility.

Unauthorized Use of ICS Property

Users are responsible for complying with all applicable laws and regulations regarding the dissemination and protection of data and information that is confidential, particularly with regards to the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), Children's Internet Protection Act (CIPA), and any other applicable state and federal legislation dealing with information privacy. Violations include, but are not limited to:

1. Except as provided by fair use principles, engaging in unauthorized copying, distribution, display, or publication of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books, or other copyrighted sources; copyrighted music or video; and the installation of any copyrighted software without an appropriate license.
2. Using, displaying, or publishing licensed trademarks, including Inspire Charter School's trademarks, without license or authorization or using them in a manner inconsistent with any terms of authorization.
3. Exporting software, technical information, encryption software, or technology in violation of international or regional export control laws.

Inappropriate or malicious use of IT systems includes:

1. Setting up file sharing in which protected intellectual property is illegally shared.
2. Intentionally introducing malicious programs into the system or server (e.g., viruses, worms, Trojan horses, email bombs, etc.).
3. Inappropriate use or sharing of school-authorized IT privileges or resources.
4. Changing another user's password, access, or authorizations.
5. Using an Inspire Charter Schools computing asset to actively engage in displaying, or transmitting material that is in violation of sexual harassment policy or laws, hostile workplace laws, or other illegal activity.
6. Using an Inspire Charter Schools computing asset for any private purpose or for personal gain.

Misuse of Electronic Communications

Electronic communications are essential in carrying out the activities of the school and for individual communication among staff, faculty, students, and their correspondents. Individuals are required to know and comply with the school's policy on **Mass Email and Effective Electronic Communication** (see Resources below).

Key **prohibitions** include:

1. Sending unsolicited messages, including "junk mail" or other advertising material, to individuals who did not specifically request such material, except as approved under the policy on Mass Email and Effective Electronic Communication.
2. Engaging in harassment via electronic communications whether through language, frequency, or size of messages.
3. Masquerading as someone else by using their email or internet address or electronic signature.
4. Soliciting email from any other email address, other than that of the poster's account, with the intent to harass or to collect replies.
5. Creating or forwarding "chain letters" or solicitations for business schemes.
6. Using email originating from Inspire Charter School's provided accounts for commercial use or personal gain.

Enforcement

The Acceptable Use of Information Technology Resources policy is enforced through the following mechanisms. Any user who discovers unauthorized access attempts or other improper usage of Inspire Charter School technology should report the infraction to the Information Technology Department, or other appropriate administrators. Management personnel are responsible for ensuring employees are aware of and trained in the provisions of this policy.

Interim Measures

The school may temporarily disable service to an individual or a computing device, when an apparent misuse of school computing facilities or systems has occurred, and the misuse:

1. Is a violation of criminal law
2. Has the potential to cause significant damage to or interference with school facilities or services
3. May cause significant damage to another person
4. May result in liability to the school

An attempt will be made to contact the person responsible for the account or equipment prior to disabling service unless law enforcement authorities forbid it or Information Technology staff determine that immediate action is necessary to preserve the integrity of the school network. In any case, the user shall be informed as soon as possible so that they may present reasons in writing why their use is not a violation or that they have authorization for the use.

Suspension of Services and Other Action

Users may be issued warnings, may be required to agree to conditions of continued service, or may have their privileges suspended or denied if:

- After hearing the user's explanation of the alleged violation, an IT administrator or school administrator has made a determination that the user has engaged in a violation of this code, or
- An employee disciplinary body has determined that the user has engaged in a violation of the code.

Password Policies and Procedures

Overview


Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in the compromise of Inspire Charter School's entire network. As such, all employees (including contractors and vendors with access to Inspire Charter Schools network) are responsible for taking the appropriate steps, as outlined below, to select and secure their passwords. The scope of this policy includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any ICS facility, has access to the ICS database, or stores any non-public information pertaining to ICS. **The Password Protection Standards** below also apply to the use of family accounts and should always be handled with care and common sense.


Standards

A. General Password Construction Guidelines

Passwords are used for various purposes at Inspire Charter Schools. Some of the more common uses include: user-level accounts, web accounts, email accounts, screensaver protection, voicemail password, and local router logins. Everyone should be aware of how to select strong passwords.

1. Poor, unacceptable passwords have the following characteristics:


 The password contains fewer than ten characters

 The password is a word found in a dictionary (English or foreign)

 The password is a common usage word such as:

- Names of family, pets, friends, coworkers, fantasy characters, etc.
- Computer terms and names, commands, sites, companies, hardware, software
- Acronyms for the agency or city.
- Birthdays and other personal information such as addresses and phone numbers
- Word or number patterns like aaabbb, qwerty, zyxwvuts, 123321, etc.
- Any of the above spelled backwards
- Any of the above preceded or followed by a digit (e.g., secret1, 1secret)

2. Strong (acceptable) passwords have the following characteristics:

 Contain both upper and lowercase characters (e.g., a-z, AZ)

- ✓ Have digits and punctuation characters as well as letters (e.g., 0-9, !@#\$%^&*()_+|~-=\`{}[]:”;í<>?,./)
- ✓ Are at least ten alphanumeric characters long
- ✓ Are not based on personal information, names of family, etc.
- ✓ Try to create passwords that can be easily remembered. One way to do this is create a password based on a song title, affirmation, or other phrase. For example, the phrase might be: ?This May Be One Way To Remember? and the password could be: ?TmB1w2R!? or ?Tmb1W> r~? or some other variation.

NOTE: Do not use either of these examples as passwords!

B. Password Protection Standards

Do not use the same password for Inspire Charter School accounts as for other non Inspire Charter School access (e.g., personal ISP account, personal email accounts, etc.).

Here is a list of "don'ts":

- ✗ Don't reveal a password over the phone to ANYONE.
- ✗ Don't reveal a password in an email message.
- ✗ Don't talk about a password in front of others.
- ✗ Don't hint at the format of a password (e.g., "my family name").
- ✗ Don't reveal a password on questionnaires or security forms.
- ✗ Don't share a password with family members.
- ✗ Don't reveal a password to co-workers while on vacation.
- ✗ Don't write a password in an obvious place that is accessible to others.

Do not share passwords with anyone, including passwords associated to ANY student accounts. All passwords are to be treated as sensitive, confidential ICS information. If a password is requested by a parent

or student, simply forward them an associated link to reset their password. We are not responsible for creating passwords for end-users.

Disabling Login Password

Internet and Email Policy

Overview

Voice mail, email, and internet usage assigned to an employee's computer or telephone extensions are solely for the purpose of conducting Inspire Charter Schools business. Most job responsibilities at ICS require access to the internet and the use of software. Only people appropriately authorized, for ICS purposes, may use the internet to access and download additional software.

This authorization is generally exclusive to decisions that the ITD makes in conjunction with the need to perform your job duties and any request made from managers or directors.

Software Access

Software needed, in addition to the Google products, must be authorized by your manager and downloaded by the ITD staff. If you need access to software or websites, please talk with your manager and consult with the ITD to explain what you expect to receive from the product.

All reasonable requests that are not considered a security risk will be considered for you and other employees.

Internet Usage

Internet use on Inspire Charter Schools time, using ICS-owned devices that are connected to the schools network, is authorized to conduct school business only. Internet use brings the possibility of breaches of the security of confidential information. Internet use also creates the possibility of contamination to our system via viruses or spyware. Spyware allows unauthorized people, outside of ICS, potential access to ICS passwords and other confidential information.

Removing such programs from the network requires IT staff to invest time and attention that is better devoted to making technological progress. For this reason, and to assure the use of work time appropriately for work, we ask staff members to limit internet use.

Additionally, under no circumstances may ICS owned computers or other electronic equipment, including devices owned by the employee, be used on ICS time at work to obtain, view, or reach any pornographic, or otherwise immoral, unethical, or non-business-related internet sites. Doing so can lead to disciplinary action up to and including termination of employment.

Social Media

We understand that part of what you do in social media is outreach that recruits new students and or employees and enhances our school brand. Many employees have social media responsibilities in their job description including the social media marketers, tech support, and School Growth/Public Relations staff.

We strongly encourage you to limit the use of social media to work-related content and outreach during work hours. Additionally, you are prohibited from sharing any confidential or protected information that belongs to or is about ICS. You are strongly encouraged not to share disparaging information that places ICS or coworkers in an unfavorable light.

The school's reputation and brand should be protected by all employees. The lives and actions of your coworkers should never be shared online. Please note the confidentiality of all students should be kept at all times.

There are great advantages to the use of social media and disadvantages; those include but are not limited to:

- The overuse and availability of bandwidth to all employees
- Malware and network hijack
- Decrease in work productivity
-

In social media participation from work devices or during working hours, social media content that discriminates against any protected classification including age, race, color, religion, gender, national origin, disability, or genetic information is prohibited. It is ICS's policy to also recognize sexual preference as qualifying for discrimination protection. Any employee, who participates in social media, who violates this policy, will be dealt with according to the ICS harassment policy.

Email Usage at ICS

Email is to be used for ICS business only. ICS confidential information must not be shared outside of the school, without authorization, at any time. You are also not to conduct personal business using ICS computers or emails.

Please keep this in mind, also, as you consider forwarding non-business emails to associates, family or friends. Non-business related emails waste time and attention.

Viewing pornography, or sending pornographic jokes or stories via email, is considered sexual harassment and will be addressed according to our sexual harassment policy. Immediate termination is the most frequent disciplinary action. ***Please keep all email messaging appropriate and professional when communicating with co-workers and families.***

Mass Email and Effective Electronic Communication

All electronic communications are expected to comply with federal and state laws, as well as school regulations and policies.

Permission to mail to a group is not needed if you are the authorized sender for the group or are conducting normal school business. Before using a list that someone else owns, you must ask permission to use it. Access to a list does not necessarily imply permission to use.

If you wish to do a large mailing to a group you must get approval from a supervisor.

Mass Email Checklist

Before you send a large-scale mailing, you should ensure you can answer "yes" to each of the following questions:

- Is email the best or appropriate method to get information to your intended audience?
- Is the message relevant to the school's core missions?
- Have you included in the content of the message:
 - A "From:" address where replies will be received
 - The office, organization, or individual sending the message
 - Contact information if there is a question, comment, or complaint about the message
 - An explanation of why the recipient is receiving the message
 - Required information presented
 - Pointers to our website or elsewhere for additional information
- Do you have authorization to use the mailing list?
- If your mailing will go to more than 1,000 recipients, do you have approval to do a mass mailing to your intended audience?

Please note that Gmail has strict sending limits when sending bulk mail. Contact your ITD for more information about these limitations.

Employee Email

Keep in mind that ICS owns any communication sent via email or that is stored on ICS equipment. Management and other authorized staff have the right to access any material in your email or on your computer at any time. Please do not consider your electronic communication, storage or access to be private if it is created or stored on work devices.

Emails That Discriminate

Any email content that discriminates against any protected classification including age, race, color, religion, sex, national origin, disability, or genetic information is prohibited. Any employee who sends an email that violates this policy will be dealt with according to the harassment policy. Threatening or offensive emails are prohibited at Inspire Charter Schools.

Phishing Emails are SCAMS

Phishing is a type of attack carried out in order to steal usernames, passwords, credit card information, Social Security Numbers, and other sensitive data by masquerading as a trustworthy entity. Phishing is most often seen in the form of malicious emails pretending to be from credible sources. We ask that you do your due diligence to ensure the email is safe and coming from a reputable source. No institution, bank or

otherwise, will ever ask for private information via email. It may not always be easy to tell whether an email or website is legitimate, but there are many ways to help:

- In the body of an email, you might see questions asking you to “verify” or “update your account” or “failure to update your records will result in account suspension.” It is usually safe to assume that no credible organization will ever ask you to re-enter it, so do not fall for this trap.
- Any email that asks for your personal or sensitive information should be seriously scoured and not trusted. Even if the email has official logos or text or even links to a legitimate website, it could easily be fraudulent. **Never give out your personal information.**
- Do not respond to warning messages claiming you have a virus or have been hacked
- Check the email address - ask yourself: “does it come from someone you know, are you expecting an email from that source, does it match or legitimize the organization it is tied to”
- Hover over the link, don’t click it. (Look at the bottom left corner of your monitor to reveal the URL)
- Never forward emails that aren’t work related. Emails with advertisements and/or suggestions to forward to someone else are usually a trap and could introduce viruses to all users

If you suspect any malicious activity, please contact the ITD immediately.

Staff Equipment Policy

Overview

ICS attempts to provide sufficient equipment to allow employees to manage their duties efficiently. Equipment is usually assigned and issued immediately upon hire for all new employees. All new devices require a minimum of 1-3 weeks for delivery and configuration, therefore management is advised to notify the ITD immediately upon hiring a new staff member.

This document provides Inspire Charter Schools (ICS) policy requirements to assure appropriate and equitable issuance to faculty and staff of basic computer technology equipment. This policy guides faculty and staff concerning utilization and support of computer and peripheral needs and basic network access, as well as personal responsibilities of the employee and supervisor.

New Hire Details - When welcoming a new employee on board, it is required that management send the Information Technology Department (ITD) with the following details:

- The employees full name
- Supervisor or Director
- Address (only necessary for staff that work off-site)
- Title of position (please include department)
- Start Date
- Equipment needed (only if they require additional equipment)
- Email address to be assigned

Standard devices and equipment offered to all employees include, but are not limited to:

1. HP Elitebook 15.6 - a fast 15.6 laptop which usually includes touchscreen
2. Brother MFC-J985DW - wireless printer/scanner/fax machine
3. 1 or 2 displays, keyboard, mouse, and dock (offered to office staff ONLY)
4. Office phone (offered to office staff ONLY)

Please note, all request should have prior approval from a supervisor or director and be made by submitting a ticket via helpdesk: tech-stafforders@inspireschools.org. For detailed instructions on placing orders, please see the Technology Ordering Policy. **All devices are subject to change without notice.*

ICS Owned Equipment

Any device or computer including, but not limited to, desk phones, smartphones, tablets, laptops, desktop computers, and iPads that ICS provides for your use, should only be used for school business. Keep in mind that ICS owns the devices and the information in these devices. If you leave the school for any reason, ICS will require that you return the equipment on your last day of work.

Staff Use of Equipment/Materials

The equipment at ICS is for the benefit of staff and student instruction. The care of all devices is the responsibility of each staff member. If at any time there is an issue with a computing device, please contact

the ITD for more instructions. Employees may use equipment for non-instructional and not-for-profit use, subject to the following conditions:

1. If school owned equipment is to be removed from it's assigned location, prior approval must be given by management.
2. The employee is responsible for the cost of repairing any damaged and lost item while in the employees possession. Please immediately contact your manager and the ITD with any reports of loss or damage.
3. In no circumstance may equipment be used for private or personal business ventures, only school business.
4. Upon departure from ICS all staff are asked to return their items on the last day. If all attempts to collect a device is unsuccessful, the matter will be handed over to local law enforcement.

Pre-Purchase Review Requirements

To ensure sound purchasing, supportability, appropriate pricing and assure security of the school's resources, the purchase of all ICS technology equipment and software, regardless of the source of funds, shall be approved by the ITD prior to purchase. If there is an item that is "out of the ordinary," prior approval from a supervisor or director must be given.

*Please note, the school has a large list of vendors or suppliers that support our organizational needs, therefore the lead time for items purchased through these vendors may vary.

Software

The school considers software piracy a serious offense. ICS abides by legal requirements for licensing software. Only licensed software will be installed on school owned equipment. The Information Technology Department will be responsible for purchasing licenses for applications that are appropriate and included as part of the standard configuration.

We strongly discourage the purchase of licensing for individual and small groups, unless this is a part of your job duties. The Information Technology staff will not be liable for licensing issues when software is not in accordance with use for school related business and did not have prior authorization of purchase. Licensing purchases that have not been approved by management may be classified as a personal purchase and may not be reimbursed, this also applies to hardware. In order to provide a software recovery mechanism for individuals and small groups, each department is required to maintain the licensing documentation and original media of software purchases.

Software purchased through the school shall not be installed on personally owned computers without approval.

Security

Providing technology to all staff and students opens up to a certain amount of threats and malicious activity. It is the responsibility of ICS to insure that we are compliant with local, state and federal laws prohibiting the unfair use and distribution of confidential information. Every member of the ICS community is

responsible for protecting the security of school information and information systems by adhering to the objectives and requirements stated within all ICS policies. If multiple policy statements or security standards are relevant for a specific situation, the most restrictive security standards will apply.

Failure to comply with established policies and practices may result in loss of computing privileges and/or disciplinary action.

Replacement Cycle and Redeployment

Where possible every opportunity to reuse or find new uses for retired computers will be explored before equipment is retired. Redeployment and/or replacement is at the discretion of the department manager and ITD. All employees are asked to contact their manager prior to requesting a replacement device from the Information Technology Department.

Disposal of Equipment

The ICS ITD is solely responsible for the sale and disposal of all computing equipment and peripheral storage devices when they are deemed surplus. No department or individual may arrange for the sale or collect money for school owned equipment, computers, furniture, or other supplies/materials purchased with school funds, regardless of the source of funds. Departmental personnel may not gift or donate equipment, computers, cell phones, furniture, or other items without ICS approval. School owned equipment, computers, laptops, tablets, cell phones, furniture, and materials may not be removed from the school, converted to personal property, or retained for personal use when deemed excess.

Equipment Configuration Policy

Overview

This policy has been established to create a standard configuration for all technology resources at ICS. Because of the variances between the types, makes, models, configurations, builds, versions, and brands of technology resources available, it is necessary to standardize all technology resources to make service and maintenance easier and also to help keep costs down.

Policy

All employees shall order and utilize equipment that is serviceable and recommended by the ICS IT Department. Since equipment availability changes over time, especially when referring to technology, a comprehensive list indicating appropriate hardware would be almost impossible to create. Because of this, any individual or department wishing to purchase technology equipment should first consult an ICS ITD staff member for current specifications for any given piece of equipment.

This applies to any and all technology equipment including, but not limited to:

- Computers (Servers, Desktop, Laptop, Tablets, Mobile Devices, etc.)
- HDTVs, Printers, scanners, copiers, fax machines, or all-in-one devices

- Projectors, and screens
- VoIP phones
- Digital cameras and camcorders
- Software (Application, Operating System, Network-Based, etc.)

8x8 Virtual Office Phone System

What is Virtual Office?

Virtual Office is a secure, cloud-based service that integrates voice, messaging, and meetings all in one place. You can use your virtual office with a traditional desk phone or a computer based softphone application. Providing this software makes it easy and fun to receive and place calls. If you would like more instructions on how to use 8x8 Virtual Office, please contact your Information Technology Department for more details and instructions.

*Do not provide your internal phone number or extension to the public, always use your external number and/or call queue extension.

Student Equipment Policy

Overview

Use of technology is a privilege extended to students in order to enhance learning and exchange information. The use of available hardware and software (including both external and internal resources) is for the purpose of facilitating the best learning experience. All students and families are required to comply with the Information Technology Acceptable Use Policy and any accompanying protocols.

Student Use of Equipment/Materials

The care of all equipment is the responsibility of each student/parent/guardian. If at any time there is an issue with a computing device, please contact the ITD for more instructions. Access to ICS technology, resources, and support offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this AUP document. Students/parents/guardians are required to know and understand policies related to student/parent usage of ICS devices.

1. Students are never allowed to leave a device unattended
2. Never lend out or transfer devices to other ICS students unless given permission
3. Keep all items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and keep away from conditions that would promote damage beyond normal wear and tear.
4. You are obligated to notify ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event ITD has not contacted you to do so.
5. The parent/guardian is expected to monitor and supervise device usage when their child is on the internet
6. All damages are to be immediately reported to the ITD

All parents are given a copy of the Acceptable Use Policy in addition to any support documents and policies.

Standard devices and equipment offered to all students include, but are not limited to:

1. HP 255 G6 - 15.6 inch laptop or Macbook Air 13 inch
2. Apple iMac 21 inch desktop
3. Amazon Fire Tablets and Ipads (versions may vary)
4. HP Officejet or Brother printers

**All available devices are subject to change without notice.*

Equipment Transfer

We do not allow students to transfer their devices to someone else, even those students that are currently enrolled in ICS without first contacting the Information Technology Department. There are times when exceptions can be made, depending on the circumstances. For instance, devices can be transferred within the same family from one sibling to another, however we must be informed of this transfer so all related records can be updated. If there are other circumstances, the device must be sent back to the ITD so it can properly re-assign, image, refurbish, wipe/clear all personal information and user-installed software.

Damage Caused by Carelessness

Much of the damage that occurs is the result of student carelessness. Damage caused by carelessness is not considered “Accidental Damage.” Tablet and accessory damage resulting from carelessness will be assessed. Examples of student carelessness would be: iPad (pens) that are noticeably damaged, latches that hold the lid closed being pulled out of the computer case, sticky devices from liquid spills, broken LCD screens that result from shutting the lid with objects still in the keyboard, and the continual loss of keys from the keyboard. When asked how the damage occurred, the answer “I don’t know,” or “it was fine when I put it in my bag” will be considered damage caused by carelessness. *Habitual damage is considered abuse of school property.*

Individual school laptop computers and accessories must be returned to ICS at the end of each school year. Students who graduate early, are suspended or expelled, or terminate enrollment at ICS for any other reason must return their individual school technology on the date of termination or no later than 30 days after termination. Failure to return the computer will result in a theft report being filed with the local law enforcement. The student will also pay the replacement cost of the computer, or, if applicable, any insurance deductible.

Furthermore, the student will be responsible for any damage to the computer, consistent with the Acceptable Use Policy and must return the computer and accessories to the ICS Technology Department in satisfactory condition. The student may be charged a fee for any needed repairs not to exceed the replacement cost of the device.

Multiple Device Replacements

It is ICS policy to replace devices if there is a reasonable cause. Any technology purchased with the use of Instruction Funds is considered the property of Inspire Charter Schools. It is the parent/guardian's responsibility to see that reasonable care is always taken when any item is loaned to a student. Therefore ICS prohibits loaning any equipment more than 3 times during a school year per student. If a student damages an item and request for a replacement more than the allotted privileges, those consecutive occurrences will be considered abuse of school property and no device will be given out to that family/student for the remaining year. Excessive abuse of school property will lead to further investigation.

Technology Orders

Overview

Technology is an important part of our student's learning environment. Making sure these resources are accessible is extremely important to the mission of Inspire Charter Schools. A reasonable attempt shall be made at all times to address the needs of our students and employees, particularly when those needs are due to an accessibility issue presented by a physical impairment or learning disability of some kind. The ICS IT Department shall make every effort to ensure that each and every student and or staff is presented with an equal or comparable environment technology resources.

Policy

This policy establishes the ordering guidelines for all ICS-owned technology resources. The purpose of this policy is to ensure that every ICS student is presented with an equal opportunity to learn and that all employees can adequately use the required technology equipment for the purpose of their required occupation. There are state regulated requirements that must be met where any physical and/or learning impairment exists for any student or work limitation exists for any employee. Please refer to Work Limitations guideline to determine if there are any reasonable accommodations that must be met. Please note that, the ITD is prohibited from making orders for "out of the ordinary" items for Special Education (SPED) students. If you require assistance with a SPED order, please contact your local Director.

Types of accessibility requirements include, but are not limited to, the following applications or devices.

- Screen reading software
- Stereo headsets or other sound devices
- Touchscreen laptops

Work Limitations/Reasonable Accommodations

The California Fair Employment and Housing Act requires that employers of five or more employees to provide reasonable accommodations for individuals with a physical or mental disability to apply for jobs

and perform their essential job duties, unless it would cause an undue hardship. Reasonable accommodations include, but not limited to:

1. Changing job duties
2. Providing leave for medical care
3. Changing work schedules
4. Relocating the work area
5. Providing mechanical and electrical aids

Employers must initiate an “interactive process” when an applicant or employee requests reasonable accommodations. The ITD attempts to provide the most useful resources available to employees and students with a disability in a timely manner. If you want more information please contact the HR Director.

Student Orders - Tech Store

The Tech Centre is an integral solution for students to purchase items relevant to their specific needs. All student purchases should be made through the website. Employees that assist families with making technology purchases are expected to familiarize themselves with the use and function of the Tech Centre. To learn more about this great and easy way to place orders, please visit: **techstore.inspireschools.org**.

Transferring Devices

Swapping or transferring devices amongst enrolled family members is allowed. However there are some restrictions and standards that must be followed. In order to better track and update our student data, all technology transfers must first qualify before any transfer is approved.

1. The student/family requesting to transfer their device must inform and update their assigned teacher
2. The student/family or teacher must report the student as “Withdrawn” before a device can be transferred
3. Transfers can ONLY exist amongst enrolled siblings. You can not transfer or loan a device to any other person(s) that is not a sibling currently enrolled with Inspire Charter Schools
4. Any and all damages to the device will be the responsibility of the transferee
5. No reimbursements will be made to the previous student’s account
6. A helpdesk ticket must be submitted requesting to transfer a device to another student. Details must include the current student’s name, exit date, assigned teacher, technology serial and asset number and name of the related sibling

The ICS tech department has a responsibility to update and track the inventory systems and data regularly. For safety regulations, it is important to always stay informed about the usage of each device. Properly updating information is apart of ensuring all safety precautions are taken at all times.

Special Education Orders (SPED)
(pending information)

Returns

All items purchased using Instructional Funds must be returned and is the property of ICS. The return requirements are as followed:

Full Refund/Credit

- Returns qualifying for Full Refund or Credit
 - Items eligible for a full refund/credit:
 - Must be undamaged and same condition as received
 - Must be complete with all accessories
 - Working (i.e. non-defective) items may be returned within 30 days of receipt of item for full refund/credit.
 - Defective items may be returned within 90 days of receipt. “Defects” are determined by manufacturer. Must not show signs of physical abuse, misuse or abnormal treatment for full refund/credit.

Partial Refund/Credit

Partial refunds / partial credit are given at the discretion of Inspire Charter Schools and may (or may not) be given for any reason. Worn, abused, misused or damaged items may or may not qualify for refund/credit.

- Returns qualifying for Partial Refund or Credit
 - Items eligible for partial refund/credit:
 - Working items beyond 30 days
 - Defective items beyond the 90 days

Return Process for students

Upon withdrawal, please check if the student has technology loaned/purchased through ICS and immediately initiate the return process. It is the policy of ICS that all students, once withdrawn from the school, must return any item within 30 days from their exit date. Please instruct students/parents to follow the return process below. You are also welcomed to return items on behave of a student, however, you will therefore be liable if an item is not returned. Students returning product due to damages must provide the damaged item before a replacement can be given. The IT Department will evaluate the severity of the damages and determine the best course of action thereafter. If damages are beyond normal wear and tear, applicable charges may be applied.

To return an item for any reason, please:

1. Contact our helpdesk:
 - a. Email: tech-help@inspireschools.org
 - b. Call: (626) 433-8094
2. Please include and have ready:

- a. Your reason for the return
- b. ICS Asset Tag number or Tech Centre order number
- c. Your mailing address
- d. Current phone number
 - i. Please include the student name and associated email
- 3. Return authorization will be given by a tech support agent
- 4. A shipping label will be provided at no cost. Home pick-up services may also be available at no additional cost
- 5. Item(s) will be returned to the Inspire Charter Schools Technology Department in Duarte, CA.
 - a. Do not give your devices to anyone other than as instructed
- 6. Once returned, the item will be evaluated
- 7. A refund, credit, or replacement will be issued, if eligible
- 8. If an item is not returned within the allotted time, local law enforcement will pursue the device on behave of ICS. Any missing technology will be noted in the student's record by the Records Department.

Note: If you support a student or family that requires a specialty device not provided by the Tech Centre, please contact the Enrichment Department in your location for more instructions.

Stolen Technology

ICS is proud to work with Absolute Software - a solution that allows for effective security technology and student safety programs that track, locate and recover your endpoints in the event of a theft, while ensuring safety for students. Absolute provides:

- o Remote security to monitor and protect each device
- o Reporting tools that give hardware and software information
- o Remote device freeze with user verification messaging
- o Track assets on Google Maps, including recent and historical locations
- o Web filtering to protect students on and off school networks
- o Adherence to CIPA regulations around internet security policies
- o Thief investigation services, remediation and more

The Recovery Investigation team will work with local law enforcement to recover any stolen device that is tracked through Absolute. They will attempt to collect the device up to 60 days. If they're unsuccessful, ICS may be compensated up to \$500 for that device. *Pricing may vary and is subject to change without notice and is not guaranteed.

The ICS ITD always tries to take the most cautious and diplomatic approach when attempting to recover any stolen items. If the student has withdrawn from the School and the return process has been initiated but failed, three attempts will be made to contact the family using all forms of communication. Once our attempts have been unsuccessful, a police report is established and all information is handed over to the Absolute Recovery Team for further investigation. Absolute will then continue their process by tracking the device, contact the person in question, communicate with local law enforcement and if found provide a warrant to search for the device.

If a student has a lost or stolen device while still enrolled with the School, please report the device to local law enforcement and contact the ICS Technology Department to begin the investigation process. We will do our best to recovery and replace any device that has been reported as lost, stolen or missing. A police report must be provided prior to starting the investigation. ***Please note that this does not apply to all devices. Exclusions include purchases made through a third party vendor, Amazon Tablets or any related Amazon purchase, Apple devices, and older computers without Absolute Software. For Apple device's please contact the IT Department for more details.***

For more details, please visit: www.absolute.com/en/about/legal/agreements/absolute

Personal Technology Policy

Overview

This policy will set forth the rules and regulations which will determine how the ICS faculty, staff and customer are to perform work on personally-owned employee products. The ITD does not service technology equipment for personal devices. **It is strongly advised that no employee use their personal devices** to access confidential school information unless otherwise given permission from a Director or the Information Technology staff.

Policy

The IT Department always strives to ensure that ICS employees, students, and affiliates receive the best possible technology assistance available. However, this can leave something to be desired for non-ICS, personally-owned technology equipment owned by employees, students, and affiliates.

This policy will set forth the rules, regulations, and guidelines for which the Information Technology Department staff may provide services for personally-owned technology equipment.

All personal technology work will be performed within the following restrictions:

For Faculty and Staff

- Personal technology work may be performed during regular business hours, only if such work does not directly interfere or delay the normal operations or job duties of the ICS employee.
- No parts purchases for personal devices.

- ICS is not responsible for damages, repairs, placements or upgrades to any personally owned hardware or software
- Access to confidential school information is prohibited on personally owned devices, and is only allowed on a case by case basis. Your Director must grant approval.

For Students and Affiliates

- The ITD is prohibited from installing software on personal devices unless it is strictly for school purposes.
- Staff are prohibited from assisting with repairs or work on personal devices for customers (students and or/parents)
 - This includes installing or assisting with software not purchased through Instructional Funds
 - Guiding and directing the customer on how to fix or repair an issue
- If a personally owned device doesn't meet the needs necessary to complete an assignment, the ITD will offer to place a tech order for a new device that may fit their needs. Instructional Funds will be used for all technology purchases.

***ICS ITD is prohibited from placing orders for students and/or staff with the use of personal funds.*



Identification of Individuals for 504 Policy

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

The purpose of the Inspire Charter School - Los Angeles Governing Board approving this Identification of Individuals for 504 Policy is to accomplish the following:

1. Explain the Identification and Education Under Section 504
2. Define the Terms and Phrases of the Identification and Education Under Section 504
3. Identify the Referral, Identification, and Evaluation Process
4. Establish Section 504 Services Plan and Placement
5. Establish the Review and Reevaluation Process
6. Identify the Procedural Safeguards
7. Establish the Notification Process

- 1. Identification and Education Under Section 504:** The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Executive Director or designee shall work to identify children with disabilities who reside within the jurisdiction of the Charter School in order to ensure that they receive educational and related services required by law.

The Executive Director or designee shall provide qualified students with disabilities with a free and appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designated to meet their individual educational needs as adequately as the needs of students without disabilities are met.

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the Charter School's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other non-academic activities.

The Charter School's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Executive Director or designee shall assess the Charter School's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Executive Director or designee shall ensure the Charter School complies with the law, including providing the students and their parents/guardians with applicable procedural safeguards and required notification. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specific in the “Procedural Safeguards” section of the accompanying administrative regulation.

2. Definition of Terms and Phrases: The Student Support Team implements the requirements of Section 504 of the federal Rehabilitation Act of 1973: For the purposes of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

- ***Free appropriate public education (FAPE)*** means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized by law for all students.
- ***Student with a disability*** means a student who has a physical or mental impairment which substantially limits one or more major life activities.
- ***Physical impairment*** means any physiological disorder, or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)
- ***Mental impairment*** means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)
- ***Substantially limits major life activities*** means limiting a person’s ability to perform functions, as compared to most people in the general population, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. Major life activities also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment substantially limits a student’s major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108).

3. Referral, Identification, and Evaluation: Any action or decision to be taken by the Charter School involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

- i. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to a 504 Coordinator for identification of a student with a disability under Section 504.
- ii. Upon receipt of any such referral, the 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs. If it is determined that an evaluation is unnecessary, the 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.
- iii. If the student needs or is believed to need special education or related services under Section 504, the Charter School shall conduct an evaluation of the student prior to his/her initial placement.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the Charter School shall obtain written parent/guardian consent.

The Charter School's evaluation procedures shall ensure that the tests and other evaluation materials:

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers.
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure.

4. Section 504 Services Plan and Placement: Services and placement decisions for students with disabilities shall be determined as follows:

- i. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered.

- ii. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

- iii. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
- iv. The student shall be placed in the regular educational environment, unless the Charter School can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
- v. The Charter School shall complete the identification, evaluation, and placement process within a reasonable time frame. The Charter School shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.
- vi. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school, the charter school shall ensure that the new school receives a copy of the plan.

- 5. Review and Reevaluation:** The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

A reevaluation of the student's needs will be conducted before any subsequent significant change in placement.

- 6. Procedural Safeguards:** The administrator or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the Charter School regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent/guardian disagrees with any Charter School action or decision regarding the identification, evaluation or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the Charter School's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

- i. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the Charter School's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees.
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement.
- ii. Within 30 days of receiving the parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
- iii. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
- iv. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence
 - c. Question and cross-examine witnesses
 - d. Receive written findings by the hearing officer stating the decision by a federal court of competent jurisdiction.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

7. Notifications: The Executive Director or designee shall ensure that the Charter School has taken appropriate steps to notify students and parents/guardians of the Charter School's duty under Section 504.

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Identification and Evaluation for Special Education Policy

Inspire Charter School – Los Angeles is committed to actively seeking out and evaluating the Charter School’s residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Identification and Evaluation for Special Education Policy is to accomplish the following:

1. Establish the Procedures for Identifying and Evaluating Individuals Eligible for Special Education.
 2. Establish the Procedures for Notifying Parents of Individuals Eligible for Special Education.
- 1. Identification and Evaluation:** The Executive Director or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The charter's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with procedures for the referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

- 2. Notification:** The Executive Director or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Executive Director or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Individual Education Program Policy

Inspire Charter School – Los Angeles is committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Individual Education Program Policy is to accomplish the following:

1. Establish the Administrative Regulations Regarding for an Individualized Education Program
 2. Identify A Foster Parent's Rights
-
1. **Administrative Regulation:** The Executive Director or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.
 2. **Rights of a Foster Parent:** To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Inspire Personalized Learning Creed:

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Individual Education Program Administrative Regulation

Inspire Charter School – Los Angeles is committed to identifying and serving students who have exceptional needs and are eligible to receive special education supports and services. Our commitment is based on the belief that all students shall have access to a high quality public education.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Individual Education Program Administrative Policy is to accomplish the following:

1. Define an Individualized Education Program.
2. Identify the Members of an IEP Team
3. Outline the Circumstances When an Individual Can be Invited to the IEP Meeting
4. Outline the Contents of the IEP
5. Outline the Procedures for the Development of the IEP
6. Outline the Provision of Special Education and Related Services
7. Outline the Process to Review and Revise the IEP
8. Outline the Use of Audio Recordings at an IEP Team Meeting
9. Identify Parent/Guardian Participation and Other Rights
10. Identify Parent/Guardian Consent for Provision of Special Education and Services
11. Outline the Procedures for Transfer Students

1. Individual Education Program: At the beginning of each school year, the charter shall have an individualized education program (IEP) in effect for each student with a disability within Charter School jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

2. Members of the IEP Team: The IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Executive Director or designee to represent the student's teachers.

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the Charter School who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of Charter School and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results. This individual may already be a member of the team as described in items #2-4 above or in item #6 below.
6. At the discretion of the parent/guardian or the Executive Director or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.
7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

3. Invitation of Specified Individuals: In the following circumstances, the Executive Director or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in

Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)

a. The student, regardless of his/her age.

If the student does not attend the IEP team meeting, the Executive Director or designee shall take other steps to ensure that the student's preferences and interests are considered.

b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Executive Director or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)
4. A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the Charter School agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the Charter School consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

4. The Contents of the IEP: The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
2. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
3. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
4. A statement of measurable annual goals, including academic and functional goals, designed to:

- a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from his/her disability
- 5. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the Charter School will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
- 6. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
- 7. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
- 8. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and school assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Charter Schoolwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

- 9. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
- 10. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
- 11. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5
- 12. Where appropriate, the IEP shall also include: (Education Code 56345)
 - a. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the Charter School's prescribed course of study and to meet or exceed proficiency standards required for graduation
 - b. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English
 - c. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
 - d. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:
 - i. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
 - ii. Support the transition of the student from the special education program into the regular education program
 - iii. Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136
- 5. Development of the IEP: Within 30 days of a determination that a student needs special education and related services, the Executive Director or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of

school vacations, the 60-day time limit shall commence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille. However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.
8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode
9. The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.
 - a. Whether the student requires assistive technology devices and services
10. If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

- 6. Provision of Special Education and Related Services:** The Charter School shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Executive Director or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Executive Director or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

- 7. Review and Revision of the IEP:** The Executive Director or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the Charter School shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Executive Director or designee. The Executive Director or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Executive Director or designee shall convene an IEP team meeting, which shall be held within 30 days of the Executive Director or designee review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the Charter School fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the Charter School in a nonpublic, nonsectarian school, the Executive Director or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

To the extent possible, the Executive Director or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Executive Director or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Executive Director or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

- 8. Audio Recording of IEP Team Meetings:** Parents/guardians and the Executive Director or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Executive Director or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

- 9. Parent/Guardian Participation and Other Rights:** The Executive Director or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Executive Director or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
 - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)
4. In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Executive Director or designee notice to the student's parents/guardians shall include the following: (Education Code 56341.5)
 - a. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
 - b. An indication that the student is invited to the IEP team meeting
 - c. Identification of any other agency that will be invited to send a representative

At each IEP team meeting convened by the charter, the school administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request,

the Executive Director or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Executive Director or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

At each IEP team meeting convened by the charter, the school administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Executive Director or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Executive Director or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Executive Director or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Executive Director or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Executive Director or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Executive Director or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

10. Parent/Guardian Consent for Provision of Special Education and Services: Before providing special education and related services to any student, the Executive Director or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The Charter shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Executive Director or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Executive Director or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Executive Director or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Executive Director or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

When the Charter School ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

11. Transfer Students: To facilitate the transition of a student with a disability who is transferring into the Charter School, the Executive Director or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the charter from another school Charter School within the same SELPA during the school year, the Charter School shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the charter from a school district outside of the Charter School's SELPA during the school year, the Charter School shall provide the student with FAPE,

including services comparable to those described in the previous district's IEP. Within 30 days, the Executive Director or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the Charter School from an out-of-state district during the school year, the Charter School shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Executive Director or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

Inspire Personalized Learning Creed:

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Parent-Student Information Technology Acceptable Use Policy

Inspire Charter School – Los Angeles is committed to providing our students with access to technology, information, and digital resources while fostering safe, responsible, and ethical learning environments. The Charter School is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of the Charter School’s devices, networks, accounts, and other resources must adhere to the Charter School’s policies. Users are also expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the Charter School. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Parent-Student Information Technology Acceptable Use Policy is to accomplish the following:

1. Define Technology Use Terms and Phrases
2. Identify the User Responsibility
3. Outline Acceptable Use of Resources
4. Outline Unacceptable Use of Resources
5. Outline the Expectation of Privacy
6. Define Cyberbullying
7. Outline Stolen Technology Procedures
8. Outline the Student Departure Procedures
9. Identify the Disclaimers and Acknowledgements
10. Establish the User Agreement

1. Definitions:

- **School or Organization or We** – the Charter School and its subsidiaries, programs, and divisions
- **ITD** - Inspire Charter Schools Information Technology Department
- **You or Your or I** - the parent/guardian, student, and signer of this Acceptable Use of Technology Policy
- **Resources** - devices, systems, services or networks owned, operated or issued by the Charter School.

- **User** - any person(s) accessing or utilizing the Charter School's resources that is not a resource operator
- **AUP** – Parent-Student Information Technology Acceptable Use Policy

2. User Responsibilities: Access to the Charter School's technology, resources, and support is a privilege which offers a wealth of educational benefits. To maintain these privileges, all users must agree to, learn about, and comply with all information within this AUP document.

- You agree to, learn about and comply with all information outlined in this AUP document
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. "Reasonable care" is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an employee of the ITD or Charter School
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
- You must immediately report damaged, lost, or stolen items/resources. Items reported stolen or missing will require a police report.
- Parents/guardians are expected to provide supervision and monitor device/Internet access and usage.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- You are obligated to notify the ITD of continued access to resources beyond student departure (e.g. withdrawal, graduation, expulsion) in the event the ITD has not contacted you to do so.
- **Items, devices and resources issued by the Charter School are School property and must be returned or relinquished to the Charter School upon request.**

3. Acceptable Use of Resources:

- All of the Charter School-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should be exercised.

- Any information or communication accessible via any of the Charter School networks should be assumed private property.
- The Charter Schools reserves the right to verify whether specific uses of the Charter School technology or networks are consistent with this acceptable use policy.
- The Charter School is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the Charter School only

4. Unacceptable Use of Resources:

- All commercial or personal for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state, or federal laws as well as School, board or administrative policies are prohibited. (e.g. Federal copyright laws - [Title 17](#), USC)
- Any attempt to circumvent of the Charter School's security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
- The intentional collection, mining, or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useable to identify an individual without written consent is prohibited.

- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs, or upgrades are prohibited. The Charter School's owned or operated resources must be maintained by the ITD or authorized third parties.

5. Expectation of Privacy: For email, networks, systems, and other resources owned or operated by the Charter School, users should have no expectation of privacy. The Charter School reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the Charter School:

- Obtain emails, messages, and their attachments transmitted to or through the Charter School's owned or operated email systems
- Monitor an individual's use of the Charter School's owned resources
- Locate or track the location of the Charter School's owned resource
- Confiscate, search, disable, or wipe any of the Charter School's owned device, item or their contents/data

Personal devices are private. The Charter School must obtain permission to access personal devices.

6. Cyberbullying: Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, social media). Examples of this behavior include, but are not limited to:

- Transmitting false, cruel, hateful, or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures or jokes ridiculing others
- Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information, and transmitting that information or media to others
- Posting of a student picture without their permission.
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health.

7. Stolen Technology: The Charter School is proud to work with Absolute Software - a solution that allows for effective security technology and student safety programs that track, locate and recover your endpoints in the event of a theft, while ensuring safety for students. Absolute provides:

- Remote security to monitor and protect each device
- Reporting tools that give hardware and software information
- Remote device freeze with user verification messaging
- Track assets on Google Maps, including recent and historical locations
- Web filtering to protect students on and off school networks
- Adherence to CIPA regulations around internet security policies
- Thief investigation services, remediation and more

The Recovery Investigation team will work with local law enforcement to recover any stolen device that is tracked through Absolute. They will attempt to collect the device up to 60 days. If they are unsuccessful, the Charter School may be compensated up to \$500 for that device. Pricing may vary and is subject to change without notice and is not guaranteed.

The Charter School's ITD always tries to take the most cautious and diplomatic approach when attempting to recover any stolen items. Three attempts will be made to contact the employee using all forms of communication. Once our attempts have been unsuccessful, a police report is established and all information is handed over to the Absolute Recovery Team for further investigation. Absolute will then continue their process by tracking the device, contact the person in question, communicate with local law enforcement and if found provide a warrant to search for the device.

If a student has a lost or stolen device while still enrolled with the School, please report the device to local law enforcement and contact the Technology Department to begin the investigation process. ITD will do their best to recovery and replace any device that has been reported as lost, stolen, or missing. A police report must be provided prior to starting the investigation.

For more details, please visit: www.absolute.com/en/about/legal/agreements/absolute

8. Student Departure: Upon student departure (e.g. withdrawal, graduation, or expulsion) from the Charter School, all issued items must be returned within 30 days. Prepaid return labels and pick up services may be provided at no cost. Please review the Charter School's *Tech Centre and Issued Technology Agreement* for complete details regarding returns.

If all attempts to collect a device are unsuccessful, the matter will be handed over to local law enforcement and pursued on behalf of the Charter School. Any missing technology will also be added to the student's records.

For information regarding technology returns, please review the Charter School's *Tech Centre and Issued Technology Agreement* or contact ITD.

9. Disclaimer & Acknowledgements:

- The Charter School reserves the right to modify its policies and rules at any time.
- **ALL DEVICES, ITEMS AND SOFTWARE ISSUED BY THE CHARTER SCHOOL ARE SCHOOL PROPERTY. YOU ARE REQUIRED TO RETURN ALL ITEMS ISSUED TO YOU UPON REQUEST BY OR DEPARTURE FROM THE CHARTER SCHOOL.** We reserve the right to issue penalties (e.g. denial of access to resources, withholding of transcripts) or seek legal remedies in response to non-compliance.
- Access to the Charter School's technology, resources and support is a privilege, not a right. These privileges are offered at the discretion of the Charter School.
- The Charter School will not be held liable for the information or data retrieved, stored, or transmitted by means of the Charter School owned or operated resources, devices, networks, or systems
- Users should not have an expectation of privacy in the use of the Charter School's resources, email, systems, networks
- Illegal activities performed using the Charter School's devices, networks, and systems will be reported to the proper authorities when discovered
- The Charter School will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays, or non-deliveries
- The Charter School's issued property reported as lost, missing, or stolen may be remotely tracked, located and/or disabled at the discretion of the Charter School.
- The Charter School may confiscate and search any of the Charter School's resource for any reason deemed reasonable by the Charter School including in response to violation of school policies or government regulations
- The Charter School is not in any way an Internet Service Provider

10. User Agreement Statement: I have read, understand, and will abide by the PARENT-STUDENT INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY when using any of the Charter School's technology and other electronic resources issued, owned or

operated by the Charter School. I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any of the Charter School's technology resource may be limited, revoked or returned and disciplinary and or legal action may be taken.

STUDENT NAME (please print)

PARENT/GUARDIAN SIGNATURE

Date

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Procedural Safeguards and Complaints for Special Education Policy

Inspire Charter School – Los Angeles is committed to protecting the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Procedural Safeguards for Special Education Policy is to accomplish the following:

1. Establish the Charter School’s Representation in a Due Process Hearing
 2. Establish the Complaint Procedures for Special Education
-
1. **Charter School’s Representation in a Due Process Hearing:** The Executive Director or designee shall represent the Charter School in any due process hearing conducted with regard to the Charter School’s students and shall inform the Board about the result of the hearing.
 2. **Complaint Procedures for Special Education:** The Executive Director or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the Charter School’s uniform complaint procedures.

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Procedural Safeguards and Complaints for Special Education Students Administrative Regulation

Inspire Charter School – Los Angeles is committed to protecting the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Procedural Safeguards and Complaints for Special Education Students Administrative Regulation is to accomplish the following:

1. Define Reasonable Time for Written Notice
2. Identify What is Included in Written Notice
3. Outline the Procedures for Procedural Safeguard Notice
4. Outline the Format for Parent/Guardian Notice
5. Outline the Procedures for a Due Process Complaint
6. Outline the Charter School's Response to Due Process Complaints
7. Outline the Informal Process/Pre-Hearing Mediation Conference

1. Reasonable Time for Written Notice: The Executive Director or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

- Before the charter initially refers the student for assessment
- Before the charter proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
- Before the charter refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
- Before the student graduates from high school with a regular diploma thus resulting in a change in placement
- Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

2. Written Notice: This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

- A description of the action proposed or refused by the charter
- An explanation as to why the charter proposes or refuses to take the action
- A description of each assessment procedure, test, record, or report the charter used as a basis for the proposed or refused action
- A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
- Sources for parents/guardians to obtain assistance in understanding these provisions
- A description of any other options that the individualized education program (IEP) team considered and why those options were rejected
- A description of any other factors relevant to the charter's proposal or refusal

3. Procedural Safeguards Notice: A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

- Upon initial referral or parent/guardian request for assessment
- Upon receipt of the first state compliance complaint in a school year
- Upon receipt of the first due process hearing request in a school year
- In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
- Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

- Independent educational evaluation
- Prior written notice
- Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
- Access to educational records

- Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the charter to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
- The availability of mediation
- The student's placement during the pendency of any due process complaint
- Procedures for students who are subject to placement in an interim alternative educational setting
- Requirements for unilateral placement by parents/guardians of students in private schools at public expense
- Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
- State-level appeals
- Civil actions, including the time period in which to file those actions
- Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the Charter School to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

The charter may place a copy of the procedural safeguards notice on the charter's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

- 4. Format of Parent/Guardian Notices:** The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general

public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the charter shall take steps to ensure that: (34 CFR 300.503)

- The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
- The parent/guardian understands the contents of the notice.
- There is written evidence that items #1 and #2 have been satisfied.

5. Due Process Complaints: A parent/guardian and/or the Charter School may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

- There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
- There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
- The parent/guardian refuses to consent to an assessment of his/her child.
- There is a disagreement between a parent/guardian and the charter regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

- The student's name
- The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
- The name of the school the student attends
- A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
- A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Executive Director of Public Instruction or designated contracted agency. (Education Code 56502)

- 6. The Charter School's Response to Due Process Complaints:** If the Charter School has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter School shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the charter has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the Charter School shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

- An explanation of why the Charter School's proposed or refused to take the action raised in the complaint
- A description of other options that the IEP team considered and the reasons that those options were rejected
- A description of each evaluation procedure, assessment, record, or report the charters used as the basis for the proposed or refused action
- A description of the factors that are relevant to the Charter School's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the Charter School shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

- 7. Informal Process/Pre-Hearing Mediation Conference:** Prior to or upon initiating a due process hearing, the Executive Director or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Executive Director or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Suicide Prevention Policy

Inspire Charter School – Los Angeles is committed protecting the health and well-being of all Inspire Charter Schools students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior. Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, questioning) youth, youth living with mental and/or substance use disorders, youth who engage in self-harm or have attempted suicide, youth in out-of-home settings, youth experiencing homelessness, American Indian/Alaska Native youth or youth that identify with other racial minority groups, youth bereaved by suicide and youth living with medical conditions and disabilities.

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The purpose of the Inspire Charter School- Los Angeles Governing Board approving this Suicide Prevention Policy is to accomplish the following:

1. Explain the Purpose for The Suicide Prevention Policy
2. Identify Parental Involvement in Suicide Prevention
3. Outline Key Terms and Definitions of Suicide Prevention
4. Identify Risk Factors and Protective Factors
5. Outline the Warning Signs of Suicide
6. Outline How to Respond to the Warning Signs of Suicide
7. Explain Suicide Discussion/Communication for Parents and Children.
8. Outline the Process for Assessment and Referral
9. Outline the Process for Implementing the Policy
10. Provide Resources for Parents, Students, and Staff Members on Suicide Prevention

1. Purpose: Inspire Charter School recognizes that:

- a) physical, behavioral, and emotional health is an integral component of a student's educational outcome,
- b) further recognizes that suicide is a leading cause of death among young people,
- c) the has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and

d) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

In recognition of the need to protect the health, safety and welfare of its students, to promote healthy development, to safeguard against the threat or attempt of suicide among school aged youth, and to address barriers to learning, Inspire Charter School -Los Angeles hereby adopts a policy, which corresponds with and supports other federal, state and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

With the intention of creating a safe and nurturing educational entity that minimizes suicidal ideation in students, we also recognize our duty to protect the health, safety, and welfare of our students, and aim to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide. These safeguards include ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the school has developed strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for parents/guardians, caregivers, students, and school personnel who regularly interact with students or serve in a position to recognize the risk factors and warning signs of suicide.

- 2. Parental/Guardian Involvement:** Parents and guardians play a key role in youth emotional and behavioral health, including suicide prevention. This policy is meant to be used as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who learn the warning signs and risk factors for suicide are better equipped to connect with professional help when necessary. The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to factors and conditions that reduce vulnerability to suicidal and self harming behavior, for vulnerable youth populations. Feeling accepted by parents or guardians is a critical protective factor for vulnerable youth populations. As educators, Inspire Charter School - Los Angeles faculty and staff can help protect vulnerable youth populations by ensuring that parents and guardians have adequate resources regarding family acceptance and the essential role it plays in students' behavioral and emotional health.

3. Key Terms and Definitions:

- **At Risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- **Crisis Team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
- **Mental Health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Assessment** An evaluation of a student^[SEP] who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
- **Risk Factors for Suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
- **Self-Harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- **Suicide Attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a

common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

- ***Suicidal Behavior*** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- ***Suicide Contagion*** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- ***Suicidal Ideation*** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

4. Risk Factors and Protective Factors:

Risk Factors are characteristics or conditions that increase the chance that a person may try to take her or his life or participate in self-harming behaviors. These risks tend to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

1. Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
2. Problems with alcohol or drugs
3. Unusual thoughts and behavior or confusion about reality
4. Personality traits that create a pattern of intense, unstable relationships or trouble with the law
5. Impulsivity and aggression, especially along with a mental disorder
6. Previous suicide attempt or family history of a suicide attempt or mental disorder
7. Serious medical condition and /or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective Factors are characteristics or conditions that may help to decrease a person's risk of suicide or self-harming behaviors. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

The most frequently cited protective factors of suicide include:

1. Receiving effective mental health care
2. Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
3. The skills and ability to solve problems

It is important for school districts to be aware of student populations that are at elevated risk of suicidal or self-harming behavior based on various factors:

1. Youth living with mental and/or substance use disorders. While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bipolar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are important risk factors for suicidal behavior among your people. The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.
2. Youth who engage in self-harm or have attempted suicide. Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.
3. Youth in out-of-home settings. Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors of suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one research found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.
4. Youth experiencing homelessness. For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder.
5. American Indian/Alaska Native youth. In 2009, the rate of suicide among American Indian / Alaska Native youth ages 15-19 was more than twice that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma.
6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth. The CDC finds that LGBTQ youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers. The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made suicide attempt. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejections, harassment, bullying, violence and victimization. For those youth with baseline risk for suicide (especially those with a mental disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ that will elevate the risk of suicidal behavior for LGBTQ youth.
7. Youth bereaved by suicide. Studies show that those who have experience suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.
8. Youth living with medical conditions and disabilities. A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of the conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma

are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

5. Warning Signs of Suicide: It is vital to suicide prevention that individuals are equipped to recognize the warning signs of someone who is seriously contemplating suicide. Behaviors that may mean a person is at *immediate* risk for suicide and thus prompt you to take action right away include:

- Talking about wanting to die or to kill one's self
- Looking for a way to kill one's self, such as a new or sudden interest in buying a gun
- Talking about feeling hopeless or like there's no point in living or carrying on
- Unusual or unexpected visits or calls to family and friends to say "goodbye" as if they will not be seen again
- Sudden efforts to get one's affairs in order, e.g., making a will out of the blue or giving away prized possessions
- A sudden sense of calm and happiness; though this might sound contradictory, if an extremely depressed person suddenly seems calm or happy, this can mean the person has made a decision to commit suicide. *Do not assume a person expressing a desire to die is joking.* Ask if they are serious. And make sure to follow up. Someone might say they are only joking when in fact the "joke" is motivated by a sincere desire to die. Suicide is not a joking matter; do not treat it as such. Less immediate, but still concerning, warning signs of suicidal ideation include:
 - Feeling anxious or agitated
 - Sudden reckless behavior
 - Significant changes in sleep behavior (hardly sleeping, sleeping too much)
 - Withdrawing or isolating from others
 - Talking about feeling trapped
 - Talking about pain feeling unbearable
 - Talking about being a burden to others
 - Increased use/abuse of alcohol or drugs

- Extreme mood swings

The above behaviors do not necessarily indicate suicidal ideation in and of themselves. However, when combined with other factors (like a recent, painful loss or public moment of humiliation), they should take on a new sense of urgency to intervene with help.

6. Responding to the Warning Signs: The most important thing you can do is ***take the person seriously***. Do not judge them; do not make them feel bad; do not make a joke about it even if it makes you feel uncomfortable. Above all, do not assume the person is only seeking attention. That is not your judgment to make and you making it could be a life-threatening mistake. Be there, support them, and take immediate action. That immediate action should include, at the very minimum, the following:

- Talk to the person. Let them know you care about them.
- Listen without judging. This means you need to set aside whatever religious or theological beliefs you have about suicide in the abstract. This moment is about helping the human being in front of you who needs support.
- Try not to act/appear shocked. The person is already in distress; an overwhelming display of emotions on your part could only further distress them and make them feel they should not talk to you.
- Ask the person directly, “Are you thinking of ending your life?” or “Are you considering killing yourself?” Though it might make *you* uncomfortable, remember these four concrete questions: Suicidal? Method? Have what you need to follow through with plan? When?

The more information you know, the better you can help the suicidal person as well as the professionals that need to get involved. Also, asking these questions can help you determine how significant the risk. The more developed the person’s suicidal plan, the higher the risk. For example, if the person has a method and a time in mind, the risk is extremely high.

- If the person says, “No,” continue to be with the person and give support and stay in touch for the next few days, repeating the above process.
- If the person says, “Yes,” and has a plan and access to lethal means, do not leave the person alone. Get a professional involved. ***Immediately contact a local mental health professional, law enforcement, a local hospital emergency department, and/or the National Suicide Prevention Lifeline (1-800-273-8255).***
- Provide any relevant information you may have about the person to those who are managing the crisis.
- Keep in contact with the person after the crisis and provide ongoing care and support.
- Draw on other leaders and volunteers in your home and school community to provide support

- If a person ever asks you to keep their suicidal feelings or thoughts secret, refuse. The most loving response to someone feeling suicidal is getting them the help they need. A life is at risk. *If the risk of chronic/not immediate:* ^[L]_[SEP] Sometimes people may display warning signs of suicide or *feel* suicidal but not have any plans to actually commit suicide. Their risk may be low, but their suicidal feelings or thoughts are still causing significant distress in their lives. Even though their risk of actually attempting suicide is low, you should still reach out and do your best to support them. Here are some ways you can do so:
- Ask them directly about their feelings and thoughts. You'd be surprised how willing some people are to talk about their suicidal urges. It might even be a relief for them to have someone to talk to about those urges. The Help Guide gives the following suggestions for starting such a conversation:
 - Help Guide, "Suicide Prevention: How to Help Someone who is Suicidal," <http://www.helpguide.org/articles/suicide-prevention/suicide-prevention-helping-someone-who-is-suicidal>
 - *Ways to start a conversation about suicide:* I have been feeling concerned about you lately. Recently, I have noticed some differences in you and wondered how you are doing. I wanted to check in with you because you haven't seemed yourself lately.
 - *Questions you can ask:* When did you begin feeling like this? Did something happen that made you start feeling this way? How can I best support you right now? Have you thought about getting help?
 - *What you can say that helps:* You are not alone in this. I'm here for you. You may not believe it now, but the way you're feeling will change. I may not be able to understand exactly how you feel, but I care about you and want to help. When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

Educate yourself about suicide. Study more about suicide, its causes, and how to show love to someone who struggles with it.

Do not talk about suicidal people as if they are "crazy" or "insane." Use words that will not make them feel like isolating themselves even more. Most suicidal people are not clinically psychotic. They might be grief-stricken or depressed, but do not make them feel like they should be locked up in an asylum.

Help the person find professional assistance. Offer to help them find a counselor or therapist; offer to help fill out forms for applying to your county or state's mental health care system.

Encourage positive lifestyle changes, such as exercising more. Start small: for example, invite the person to going for a walk or hiking with you on the weekend.

Help the person make a safety plan. Help the person develop a set of concrete and specific steps they promise to follow if they feel particularly suicidal. The plan should include things they promise to avoid (alcohol, drugs, etc.) and things they promise to do instead (call you, call another friend or therapist, etc.).

If necessary, have the person temporarily give you anything that they could use to commit suicide, such as unneeded, extra medications, razors, knives, etc.

Continue to stay in touch and support the person over the long-term. Repeat the above steps as needed.

7. For Parents- Suicide Discussion/Communication: Talking to your Children: *Here are some suggestions to help you with introducing the subject:*

- **Be courageous:** There is no shame in admitting that suicide is a scary issue. As parents, you probably want to protect your kids from all sorts of scary things. But you also have an obligation to teach them how to face reality and equip them to deal with all the scary things reality can bring. Here's the truth: your kids are going to learn about suicide one way or another. So would you rather that they learn about it from the media or a friend who suddenly kills himself, or would you rather that you have the opportunity to educate them in advance? So face those fears and dive right in.
- **Pick a time where you can have an uninterrupted conversation:** Start the conversation when you have the best chance of having your child's attention. A car ride, for example, ensures that your child will have fewer distractions than at home with the TV on. While you want to make sure your child gives you their attention, also make sure they don't feel trapped. Remember: if talking about suicide makes *you* uncomfortable, it can also make your child feel uncomfortable. So make sure you not only have their attention, but that you do so in an environment that feels non-threatening and open.
- **Plan in advance:** Think about what you want to say and make sure you have the right information to talk to your child accurately and helpfully about suicide. Make notes or plan a script if you want.
- **Tailor the conversation to your child's age:** When talking about suicide (or any big, serious topic, for that matter), make sure that you keep the conversation at a level that is appropriate for that child's developmental level. For younger children, your descriptions can be shorter and simpler. For older children, give longer and more detailed answers. Additionally, older children will likely have many questions. If you don't know the answer to a question, don't be afraid to say that. You can make it into a learning experience and research the answer with your child together. That's much better than inaccurate or misleading information.
- **Explain suicide in a way that dispels common myths:** Let your children know not only the facts about suicide, but also what depression is and how it can make people feel suicide is their only escape. Let them know that suicide is never a necessity and that there is always hope. Let them know that they are not bad if they feel sad or upset and that it's ok to tell you if they do feel this way. Make sure they feel safe in your

home and that they do not have to pretend to always be happy. Let them know you will not judge them if they are feeling down and that you love them no matter how happy or sad they are.

- **Encourage them to talk to trusted adults:** Let your kids know that they can talk to you if they are feeling depressed or suicidal. Or let them know that if they ever feel uncomfortable talking to you about depression or suicide, that they can always talk to another trusted family member or adult in your community. The important thing is that they do not hold their feelings inside until they become so unbearable they feel like they are going to explode.
- **Let your child speak:** Ask your child what *they* think about the topic. Just be direct, e.g., “Have you thought about suicide? What do you think about it? Do your friends think about it? Do you know who you can talk to if you’re feeling these feelings?”
- **Listen to your child:** If you ask your child what they think, make sure to be silent and give them the space to talk. If they say something that is inaccurate or that worries you, definitely be honest but do not interrupt them. Wait until they are done, affirm that you heard what they said and appreciate that they shared their thoughts with you, and *then* address whatever issues you feel need to be corrected.
- **Seeking Assistance:** There are differing situations where your child’s distress may become apparent. Your child may reveal their suicidal thoughts to you, a friend, or a trusted adult. Whoever becomes aware of your child’s distress must immediately seek assistance. In seeking assistance, your child’s safety is the first consideration. The child should **never** be left alone during this crisis. If your child has a physician or therapist, call to alert them of the situation.

For the Child/ Student: School can be an exciting time, filled with new experiences, but at times you might feel as though it is more of a struggle. This information is meant to help you as you work through a tough time.

Life can be stressful. Between the friend drama, packed schedules, classes, clubs, relationships, sports, jobs, parental expectations, figuring out who you are, uncertainty over things, and not getting enough sleep, life can occasionally get you down and feel overwhelming. That is normal.

What is not normal is struggling through each day, feeling like things will only get worse. Maybe you feel like you have lost control, that nothing matters, or that you are alone. These feelings may indicate a condition that requires professional help, such as depression, anxiety or other mental health conditions.

Not everyone experiences mental health conditions in the same way, but **everyone struggling with their mental health deserves help**. Depression is among the most common conditions experienced. It is a complex medical illness that significantly interferes with an individual’s ability to function, enjoy life, and feel like themselves.

A number of factors may contribute to a person becoming depressed; genetic predisposition and stressful life events can certainly play a role, but sometimes depression can occur without an obvious cause. This means that **anyone can become depressed**, even those who seemingly have every reason to be happy.

Depression commonly affects your thoughts, your emotions, your behaviors, and your overall physical health. Experiencing any one of these symptoms on its own does not constitute depression; a diagnosis of depression requires several of these symptoms to occur for at least two weeks. Here are some of the most common symptoms that point to the presence of depression:

- **Feelings:**
 - Sadness
 - Hopelessness
 - Guilt
 - Moodiness
 - Angry outbursts
 - Loss of interest in friends, family, and favorite activities
- **Thoughts:**
 - Trouble concentrating
 - Difficulty making decisions
 - Trouble remembering
 - Thoughts of harming oneself
 - Delusions and/or hallucinations can also occur in cases of severe depression
- **Behaviors:**
 - Withdrawing from people
 - Substance abuse
 - Missing work, school, or other commitments
 - Attempts to harm oneself (e.g., cutting)
- **Physical/Somatic Problems:**
 - Tiredness or lack of energy

- Unexplained aches and pains
- Changes in appetite
- Weight loss or gain
- Changes in sleep – sleeping too little or too much

If you are experiencing symptoms of depression, it is important to **talk to a trusted adult** (parent, teacher, counselor, coach, or clergy) or doctor so that you can get the help you need. **Depression does not go away on its own, but with the appropriate help it can be treated.** Studies show that more than 80% of people with depression can feel better with talk therapy (counseling) and/or medication. Maybe you have noticed that your friend has not been acting like themselves lately and you are worried about whether or not they are really “fine” after all. If you think a friend may be depressed, show them you care by reaching out. Give yourself time to talk in a private, comfortable place. Honestly share what you have noticed (changes in behavior, things they have said or done) and ask them how they are feeling. Let them know that you are asking them because you care, because you want them to feel better, and because there is help. Let them know that there is hope and help available, and support them to get the help they need. If you don’t feel comfortable asking your friend, share your concerns with a trusted adult who can. Talking about mental health can be difficult, but reaching out and getting help for depression is one of the most courageous, important things you can do for yourself or for a friend. **It might even save a life.**

- Resources at home or outside school:
 - Talk to a parent or older relative
 - Call your pediatrician or physician
 - Talk to a trusted adult, teacher, or guidance counselor
 - National Suicide Prevention Lifeline: 800-273-8255
 - If someone is in immediate danger, **call 911. *Getting help does not mean that you have failed, it demonstrates courage, hope, and means you’ve allowed others to show they care.***

8. Assessment and Referral: When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

- School staff will continuously supervise the student to ensure their safety.
- The designated mental health and suicide prevention coordinator (s) will be made aware of the situation as soon as reasonably possible.

- The mental health professional/coordinator will contact the student's parent or guardian, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
- Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Protecting the health and well-being of all students is of utmost importance. A suicide prevention policy serves to assist and protect all students through the following steps:

- Students should be made aware of and informed about recognizing and responding to warning signs of suicide in peers and friends, using coping skills, using support systems, and seeking help for themselves and friends.
- Inspire Charter School – Los Angeles will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the parents, staff, and student, and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support.
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell an adult (e.g. teacher, parent) if they, or someone they know, is feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

Coping Skills/Healthy Behaviors: These are positive actions and behaviors that a student engages in to help them through their struggles on a daily basis. Some coping strategies include activities that students can do in order to regulate his/her emotions; ask the student for input, and teach him/her additional strategies if necessary. Strategies may include: *slow breathing, yoga, play basketball, draw, write in journal, take a break from school activities to drink water, listen to music.*

Places I Feel Safe: These are places that the student feels most comfortable. It should be a safe, healthy, and generally supportive environment. This can be a physical location, an imaginary happy place, or in the presence of safe people. Help students identify a physical

and/or emotional state of being. Places may include: *my being with my friends, youth group at church, imagining I am on a beach watching the waves.*

School Support: Any school staff member or administrator can check in with a student regularly (regardless of whether or not the student seeks out help). Notify student's teacher(s) and request monitoring and supervision of the student (keeping in mind not to share confidential information).

Adult Support: It is important that a student also feel connected with healthy adults at home or in their community. The student should trust these adults and feel comfortable asking for help during a crisis. Identify how student will communicate with these individuals and include a phone number. Some adults may include: *family (e.g., grandparent, aunt, uncle, adult sister); clergy (e.g. youth pastor); or neighbor.*

- 9. Prevention: School Policy Implementation:** A suicide prevention coordinator shall be designated by the Inspire Administration. This may be an existing staff person, such as a School Counselor or School Psychologist. The suicide prevention coordinator will be responsible for planning and coordinating implementation of suicide prevention for the school.

The school suicide prevention coordinator will act as a point of contact in the school for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Providing a safe, positive, and welcoming school climate; and ensuring that students have trusting relationships with adults serves as the foundation for effective suicide prevention efforts. Bullying and suicide-related behaviors have a number of shared risk factors including mental health challenges (e.g., depression, hopelessness, and substance use/abuse). Youth who report frequently bullying others and those who report being frequently bullied are at increased risk for suicidal thoughts and behavior. Bully-victims (those who report both bullying others and being bullied) are at the highest risk for suicidal thoughts and behaviors. Keep in mind the relationship between bullying and suicide is more complex and less direct than it might appear. While bullying may be a precipitating event, there are often many other contributing factors, including underlying mental illness.

Prevention efforts should also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is typically not associated with suicidal thinking, it is a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. Suicide risk assessment should always be a part of intervention with the student who displays NSSI.

Staff Professional Development: All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, post-vention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native student, LGBTQ students, students bereaved by suicide and those with

medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Identification and Intervention: Early identification and intervention are critical to preventing suicidal behavior. When a parent/caregiver or school staff become aware of a student exhibiting potential suicidal behavior, they should immediately and contact a member of the school's crisis response team for a suicide risk assessment and support. If the appropriate staff is not available, 911 should be called. Typically, it is best to inform the student what you are going to do every step of the way. Under no circumstances should the student be left alone (even in a bathroom/ restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., mental health professional or law enforcement representative) can assume responsibility.

Designated members of the school crisis team should conduct a suicide risk assessment. The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means are (e.g., guns, poisons, medications, and sharp objects) are removed or made inaccessible.

Refer to community services if warranted. Referral options to 24 hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

Help the parent/caregiver and/or school staff to develop with the student a safety plan. Helping the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 800-273-TALK) and the app MY3 (my3app.org) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis response team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve the safety. School staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis response team member. At the same time, gossip about particular incidents and students should also be discouraged.

Please Remember:

If it seems that an individual is in immediate danger of hurting himself or herself: Take the person to a hospital Emergency Room to be evaluated by a health professional.

If the person refuses help: Call 9-1-1 for police evaluation of the individual. If the person is a danger to self or others, the officer can transport the person to a hospital where he or she may be held.

Postvention. Following a suicide, school communities must strike a delicate balance. Students should have an opportunity to grieve, but in a way that does not glorifying, romanticizing or sensationalizing suicide, which may increase suicide risk for other students.

Confirm facts. Confirm the facts related to the death with the family and/or police. Inform other schools in the district with students related or close to the deceased. Contact the family to offer condolences, ask what the school can do to help, offer resources, and to discuss communication with the school community. Protect and gather the personal effects of the deceased for the family and/or the police. Pay close attention to other students (and staff) who may also be at risk of suicidal behavior.

Resources needed. In some situations, schools may have adequate resources to handle the aftermath of a suicide. However, it is critical that schools assess the impact of the suicide on the school community to determine the level of postvention support needed. Factors to consider include how well known the student was, if the suicide was public (e.g., occurred at a school event), and/or if the deceased had shared his/her suicidal intentions with others (particularly to large numbers of other students via social media). These factors generally increase the impact and thus the potential postvention needs of members of the school community.

Contagion. Suicide contagion occurs when suicidal behavior is imitated. The effect is strongest among adolescents: they appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. Guilt, identification, and modeling are each thought to play a role in contagion. Sometimes suicide contagion can result in a cluster of suicides. Studies indicate that 1-5% of all suicides within this age group are due to contagion (100-200 teenage cluster suicides per year).

Suicide postvention strategies designed to minimize contagion include avoiding sensationalism or giving unnecessary attention to the suicide, avoiding glorifying or vilifying of suicide victims, and minimizing the amount of detail about the suicide shared with students.

If there appears to be contagion, school administrators should consider taking additional steps beyond the basic crisis response, including stepping up efforts to identify other students who may be at heightened risk of suicide, collaborating with community partners in a coordinated suicide prevention effort, and possibly bringing in outside experts.

Memorials. Memorials in particular run the risk of glamorizing suicide and should thus be implemented with great care. Living memorials are recommended such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing opportunities for service activities in the school that emphasize the importance of student's taking care of each other.

Care for the caregiver. It is important that administrators and crisis team members not underestimate the potential impact that a suicide can have on school staff members. School leaders should promote a culture in which both the students and the adults in the building feel comfortable asking for help and/or to take a break. Providing contact information and encouraging staff to meet their own mental health needs is an important first step in ensuring that staff are adequately supported.

Grief. Understanding the nature of grief can help us better cope with loss. Grief is a natural, healthy process that enables us to recover from terrible emotional wounds. Grief can affect our thinking, behavior, emotions, relationships, and health. People may experience sleeplessness, exhaustion, indigestion, lack of appetite, or memory lapses. Recognizing that these are common reactions to grief can help us minimize them by reaching out to friends, or joining a community support group.

The journey through grief has four phases:

- **Shock – In the days and weeks immediately following a devastating loss, common feelings include numbness and unreality, like being trapped in a bad dream.**
- **Reality – As the fact of the loss takes hold, deep sorrow sets in, accompanied by weeping and other forms of emotional release. Loneliness and depression may also occur.**
- **Reaction – Anger, brought on by feelings of abandonment and helplessness, may be directed toward family, friends, doctors, and the one who died or deserted us. Other typical feelings include listlessness, apathy, and guilt over perceived failures or unresolved personal issues.**
- **Recovery – Finally, there is a gradual, almost imperceptible return to normalcy. This is a time of adjustment to the new circumstances in life.**

These phases vary in duration for each person, so the school should not impose a timetable upon anyone. Some people need a year or two, while others may take less time. Holidays, anniversaries, and birthdays can trigger intense grief, especially the first year. Everyone grieves differently – depending on personality, religious beliefs, maturity, emotional stability, and cultural traditions.

10. Resources for Parents, Students and Staff Members on Suicide Prevention:

- **Parents as Partners: A Suicide Prevention Guide for Parents** is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices

of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

- **Sources of Strength:** <https://sourcesofstrength.org>
- **Know the Signs:** <http://www.suicideispreventable.org>
- **National Mental Health and Suicide Support Services:** The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- **National Suicide Prevention Lifeline:** 1 (800) 273-TALK (800-273-8255)
- **Mental Health America (MHA):** www.mentalhealthamerica.net 1-800-969-6642
- **Mental Health Services Locator:** www.mentalhealth.samhsa.gov/databases
- **American Foundation for Suicide Prevention** www.afsp.org
- **American Association for Suicide Prevention** www.suicidology.org
- **Center for Disease Control & Prevention** www.cdc.gov/ViolencePrevention/suicide
- **Healthy Place -** www.healthyplace.com
- **Jed Foundation -** www.jedfoundation.org
- **National Federation of Families for Children's Mental Health** www.ffcmh.org
- **National Alliance on Mental Illness (NAMI)** www.nami.org 1-800-950-NAMI (6264)
- **The Trevor Lifeline -** www.thetrevorproject.org 1-866-488-7386
- **National Institute of Mental Health (NIMH) -** www.nimh.nih.gov
- **Strength of US-** www.strengthofus.org
- **Substance Abuse and Mental Health Services Administration (SAMHSA)** www.samhsa.gov/prevention/suicide.aspx
- **Suicide Awareness Voices of Education (SAVE)** www.save.org
- **Suicide Prevention Action Network USA -** www.spanusa.org
- **Suicide Prevention Resource Center (SPRC) -** www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.

- Rapee, Ronald et al. Helping your anxious child: A step by step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.
- Lezine, DeQuincy and Brent, David. Eight Stories Up: An Adolescent Chooses Hope over Suicide. 2008.
- Bourne, Edward. The Anxiety & Phobia Workbook. 2005.
- Riera, Michael. Uncommon Sense for Parents with Teenagers. 2004.
- Phelan, Thomas. Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds.1998.
- Sachs, Brad. The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied. 2001.
- Apter,Terri. The Confident Child: Raising Children to Believe in Themselves. 1997.
- **Book Resources for Teens: Mental Health and Resilience**
- Hipp, Earl. Fighting Invisible Tigers: A Stress Management Guide for Teens. 2008.
- Fox, Annie. Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy. 2005
- Seaward, Brian. Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger. 2002.
- Espeland, Pamela. Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun. 2003.
- Covey, Sean. The 7 Habits of Highly Effective Teens. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn , *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*

- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame.*
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”





Suspension and Expulsion Policy

Inspire Charter School – Los Angeles is committed to promoting learning and protecting the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Suspension and Expulsion Policy is to accomplish the following:

1. Establish the Responsibility of the Charter School
 2. Identify the Grounds for Suspension and Expulsion of Students
 3. Identify Enumerated Offenses
 4. Outline Suspension Procedures
 5. Outline the Authority to Expel
 6. Outline Expulsion Procedures
 7. Outline Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
 8. Identify the Record of Hearing
 9. Identify the Presentation of Evidence
 10. Outline the Written Notice to Expel
 11. Outline the Maintenance of Disciplinary Records
 12. Identify a Student's Right to Appeal
 13. Outline Expelled Students/Alternative Education
 14. Outline Rehabilitation Plans
 15. Outline the Readmission Process
- 1. Responsibility of the Charter School:** When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee,

students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Additional detail follows below.

- 2. Grounds for Suspension and Expulsion of Students:** A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

3. Enumerated Offenses:

- Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.

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

- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the transmission 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:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) 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.
- iii. Notwithstanding subparagraphs (1) and (2) 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.

- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

- Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force of violence upon the person of another, except self-defense.
 - Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school property or private property.
 - Stole or attempted to steal school property or private property.
 - Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission 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:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) 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 subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) 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.
 - iii. Notwithstanding subparagraphs (1) and (2) 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.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
 - Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

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

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;

(B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

4. Suspension Procedure: Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

- Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or

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

5. **Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
6. **Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the Student makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
 2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
 5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 6. The right to inspect and obtain copies of all documents to be used at the hearing;
 7. The opportunity to confront and question all witnesses who testify at the hearing;
 8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
7. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:** The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination,

the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

- 8. Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- 9. Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

10. Written Notice to Expel: The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

11. Disciplinary Records: The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

12. Right to Appeal: Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate." Moreover, for any non-voluntary removal, the student's parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

13. Expelled Students/Alternative Education: Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

15. Readmission: The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also

contingent upon the Charter School's capacity at the time the student seeks readmission.

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Transportation for Students with Disabilities Policy

Inspire Charter School – Los Angeles is committed to meeting the transportation needs of students with disabilities to enable them to benefit from special education and related services. The Charter School shall provide appropriate transportation services for a student with disabilities when transportation services are required by his/her individualized education program (IEP) or Section 504 accommodation plan, as determined by the team.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Transportation for Students with Disabilities Policy is to accomplish the following:

1. Establish the Procedures for Determining the Students Transportation Needs.
2. Establish the Charter School's Provision of Transportation Services Specified in an IEP
3. Identify the Procedures for Alternative Transportation
4. Establish the Financial Agreement for Contracting with a Nonpublic, Nonsectarian School or Agency
5. Establish the Procedures for Transportation Schedules for Students with Disabilities
6. Establish the Compatibility of Mobile Seating Devices
7. Identify the Procedures for a Service Animal and Transportation

- 1. Determination of Transportation Needs:** The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Executive Director or designee shall provide IEP teams with information about the Charter School's transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities.

- 2. Providing Transportation Services:** Transportation services specified in a student's IEP or Section 504 plan shall be provided.

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the Charter School.

- 3. Alternative Transportation:** If a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the Charter School shall provide alternative transportation at no cost to the student or parent/guardian. (Education Code 48915.5)

- 4. Financial Agreement for Contracting:** When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP. (Education Code 56366)
- 5. Transportation Schedules:** The Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students.
- 6. Mobile Seating Devices:** The Executive Director or designee shall ensure that any mobile seating devices used on the Charter School's buses are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)
- 7. Service Animal:** As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dog, signal dog, or service dog. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

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Immigration Enforcement Policy

Inspire Charter School – Los Angeles is committed to ensuring that public schools remain safe and accessible to all California residents regardless of immigration status.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Immigration Enforcement Policy is to accomplish the following:

1. Outline the Procedures for Responding to an Immigration or Law-Enforcement Officer
2. Outline the Procedures for Notifying Parents Before a Student is Interviewed or Searched by any Officer Seeking to Enforce Civil Immigration

- 1. Responding to an Immigration or Law-Enforcement Officer:** The Charter School personnel shall notify the Executive Director or Deputy Executive Director of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears at a school function specifically for immigration-enforcement purposes, the Charter School personnel must take the following actions:

1. Advise the officer that school personnel must have the Executive Director or Deputy Executive Director review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being at the school event and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Executive Director or Deputy Executive Director

If the officer does not declare that exigent circumstances exist, the Charter School personnel shall inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

The Charter School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

The Charter School personnel shall provide notes of the interaction to the Charter School's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

- 2. Parental Notification:** Before a student can be interview or searched by any officer seeking to enforce civil immigration laws at the Charter School, the Charter School personnel must receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

The Charter school personnel must immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

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Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member

Inspire Charter School – Los Angeles is committed to ensuring that public schools remain safe and accessible to all California residents regardless of immigration status.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Immigration Enforcement Policy Related to the Detention or Deportation of a Student's Family Member is to accomplish the following:

1. Outline the Procedures for Responding to the Detention or Deportation of a Student's Family Member
- 1. Responding to the Detention or Deportation of a Student's Family Member:** The Charter School shall encourage families and students to be prepared in the event that a family member is detained or deported. The Charter School shall encourage families and students to:
 - Know their emergency phone numbers;
 - Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

The Charter School shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts if not parent or guardian is available.

- The Charter School shall ensure that families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- The Charter School shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that shall be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, the Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. The Charter School shall only contact Child Protective Services if school staff are unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children’s Justice in the California Department of Justice at BCJ@doj.ca.gov

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Access to The Charter School Documents Policy

Inspire Charter School – Los Angeles recognizes the right of citizens to have access to public records of the Charter School. The Board intends the Charter School to provide any person reasonable access to the public records of the Charter School during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Access to the Charter School Documents Policy is to accomplish the following:

1. Establish the Procedures for Responding to a Public Records Act
 2. Establish the Ability to Charge for the Cost of Copies
 3. Identify How to Maintain Security of the Charter School's Documents
-
1. **Public Records Act:** In response to a public records request, the Executive Director or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through the Charter School's-provided device or account or through an employee's or Board member's personal device or account.
 2. **Charging for the Cost of Copies:** The Charter School may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Executive Director or designee and as specified in administrative regulation.
 3. **Security of The Charter School's Documents:** In order to help maintain the security of the Charter School's records, members of the public granted access shall examine records in the presence of a charter school staff member.

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The Charter School Documents Policy

Inspire Charter School – Los Angeles recognizes the importance of securing and retaining the Charter School's documents. The Executive Director or designee shall ensure that the Charter School's records are developed, maintained, and disposed of in accordance with law and Board policy.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Charter School Documents Policy is to accomplish the following:

1. Establish the Management of Business and Non-Instructional Operations Documents
2. Identify the Procedures during a Breach of Security
3. Identify the Procedures for The Safe at Home Program

- 1. Management of Business and Non-Instructional Operations Documents:** The Executive Director or designee shall consult with the Charter School legal counsel, site administrators, the Charter School information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of the Charter School documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

The Executive Director or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft.

The Executive Director or designee shall ensure that employees receive information about the Charter School's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

- 2. Breach of Security:** If the Charter School discovers or is notified that a breach of security of the Charter School records containing unencrypted personal information has occurred, the Executive Director or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Executive Director or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material

specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

3. **Safe at Home Program:** The Charter School's public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish the Charter School residency requirements for enrollment and for school emergency purposes.

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Teacher Certification Policy

Inspire Charter School – Los Angeles is committed to providing a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Executive Director designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or the Charter School requirements for the position.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Teacher Certification Policy is to accomplish the following:

1. Establish the Support to Teachers Holding Preliminary Credentials
 2. Identify the Procedures for Hiring Based on Unavailability of Credentialed Teacher
 3. Outline the Declaration of Need Requirements
 4. Establish the Procedures for Employing Non-Credentialed Teachers
- 1. Support for Teachers Holding Preliminary Credentials:** The Executive Director or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.
- 2. Hiring Based on Unavailability of Credentialed Teacher:** The Executive Director or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Executive Director or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)
1. A candidate who enrolls in an approved intern program in the region of the Charter School and possesses an intern credential
 2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC
 3. The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)
 4. An individual who holds an emergency permit or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board

meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

- 3. The Declaration of Need:** The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the Charter School's specified employment criteria for the position(s) and that the Charter School has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the Charter School estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)
- 4. Non-Credentialed Teachers:** Whenever it is necessary to employ non-credentialed teachers to fill a position requiring certification qualifications, the Executive Director or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional programs.

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Universal Complaint Policy

Inspire Charter School – Los Angeles recognizes that the Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Universal Complaint Policy is to accomplish the following:

1. Identify the Complaints Subject to the Universal Complaint Policy
2. Establish the Alternative Dispute Resolution Process
3. Establish the Prohibition of Retaliation
4. Identify the Maintenance of Universal Complaints
5. Identify the Complaints not Subject to Universal Complaint Policy

1. Complaints Subject to the Universal Complaint Policy: The Charter School's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

- Any complaint alleging the Charter School violation of applicable state or federal law or regulations governing adult education programs, After School Education and Safety programs, agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, career technical and technical education and training programs, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs, and any other Charter School-implemented program which is listed in Education Code 64000(a)
- Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in the Charter School programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic

identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

- Any complaint alleging the Charter School noncompliance with the requirement to provide reasonable accommodation to a lactating student at a school event or location to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
- Any complaint alleging the Charter School noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
- Any complaint alleging the Charter School noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
- Any complaint, by or on behalf of any student who is a foster youth, alleging noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the Charter School's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the Charter School after his/her second year of high school, alleging the Charter School noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or the Charter School or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)
- Any complaint alleging the Charter School noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

- 2. Alternative Dispute Resolution:** The Charter School recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to

participate. The Executive Director or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

- 3. Retaliation:** The Charter School shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Executive Director or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.
- 4. Maintenance of Universal Complaints:** The Executive Director or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and the Charter School policy.

The Executive Director or designee shall provide training to the Charter School staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

- 5. Complaints not Subject to Universal Complaint Policy:** When an allegation that is not subject to the UCP is included in a UCP complaint, the Charter School shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the Charter School's UCP. Non-Universal Complaint Policy Complaints:

- Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
- Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
- Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.
- Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the Charter School in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.
- Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

Inspire Personalized Learning Creed:

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Universal Complaint Administrative Regulation

Inspire Charter School – Los Angeles may otherwise specifically provide in other policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the Universal Complaint Board Policy.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Universal Complaint Administrative Regulation is to accomplish the following:

1. Identify the Compliance Officers
 2. Outline the Notification Process of the Universal Complaint Process
 3. Outline the Cost for Copies of the Charter School's UCP
 4. Outline the Charter School's Responsibilities
 5. Outline the Procedures for Filing of Complaints
 6. Outline the Procedures for Mediation
 7. Outline the Procedures for Investigating a Complaint
 8. Outline the Procedures for the Report of Findings
 9. Outline the Procedures for Notice of the Final Written Decision
 10. Outline the Corrective Actions
 11. Outline the Process for Appeals to the California Department of Education
-
1. Compliance Officers: The Charter School designates the individual(s) identified below as the employee(s) responsible for coordinating the Charter School's response to complaints and for complying with state and federal civil rights laws. The individual(s) are also listed in the Whistleblower Policy as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure compliance with law.

Director of Human Resources
1740 Huntington Dr. # 205, Duarte CA 91010
888-215-3040
hr@inspireschools.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed

with the Executive Director or designee who shall determine how the complaint will be investigated.

The Executive Director or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Executive Director or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Executive Director, the Executive Director's designee, or, if appropriate, the regional or department director to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the Charter School issues its final written decision, whichever occurs first.

- 2. Notifications:** The Charter School's UCP policy and administrative regulation shall be posted in all school offices, including staff lounges. (Education Code 234.1)

The Executive Director or designee shall annually provide written notification of the Charter School's UCP to students, employees, parents/guardians of students, advisory committee members, appropriate school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

The notice shall:

- Identify the person(s), position(s), or unit(s) responsible for receiving complaints
- Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
- Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
- Include statements that:

- The Charter School has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
- The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
- A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.
- If a complaint is not filed in writing but the Charter School receives notice of any allegation that is subject to the UCP, the Charter School shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the Charter School will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the Charter School's educational program, including curricular and extracurricular activities.
- The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the Charter School liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the Charter School and another district.

- A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the Charter School's responsibility to:
 - Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - If the student has completed his/her second year of high school before the transfer, provide the student information about the Charter School-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- The complainant has a right to appeal the Charter School's decision to CDE by filing a written appeal within 15 calendar days of receiving the Charter School's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the Charter School's decision.

- The appeal to CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

3. Cost for Copies of the Charter School's UCP: Copies of the Charter School's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the Charter School web site and may be provided through the Charter School-supported social media, if available.

The Executive Director or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the Charter School's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in the Charter School speak a single primary language other than English, the Charter School's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the Charter School shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

- 4. The Charter School's Responsibilities:** All UCP-related complaints shall be investigated and resolved within 60 calendar days of the Charter School's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

- 5. Filing of Complaints:** The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

- A complaint alleging violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
- Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Executive Director or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint

shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Executive Director or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

- When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the Charter School's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the Charter School shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

6. Mediation: Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the Charter School shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the Charter School shall then continue with subsequent steps specified in this administrative regulation.

7. Investigation of Complaint: Within ten business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information

contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the Charter School shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the Charter School to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

8. Report of Findings:

- **OPTION 1:** Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the Charter School's receipt of the complaint. (5 CCR 4631)
- **OPTION 2:** Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the Charter School's receipt of the complaint. Within 30 calendar days of receiving the complaint,

the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the Charter School's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

- 9. Final Written Decision:** The Charter School's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with the Charter School's legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the Charter School's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

- The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - Statements made by any witnesses
 - The relative credibility of the individuals involved
 - How the complaining individual reacted to the incident
 - Any documentary or other evidence relating to the alleged conduct

- Past instances of similar conduct by any alleged offenders
- Past false allegations made by the complainant
- The conclusion(s) of law
- Disposition of the complaint
- Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- The manner in which the misconduct affected one or more students' education
- The type, frequency, and duration of the misconduct
- The relationship between the alleged victim(s) and offender(s)
- The number of persons engaged in the conduct and at whom the conduct was directed
- The size of the school, location of the incidents, and context in which they occurred
- Other incidents at the school involving different individuals

Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- The corrective actions imposed on the respondent
- Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

Notice of the complainant's and respondent's right to appeal the Charter School's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

- He/she may pursue available civil law remedies outside of the Charter School's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
- The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

10. Corrective Actions: When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the Charter School's environment may include, but are not limited to, actions to reinforce the Charter School's policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

- Counseling
- Academic support
- Health services
- Assignment of an escort to allow the victim to move safely about campus
- Information regarding available resources and how to report similar incidents or retaliation
- Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
- Restorative justice
- Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

- Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

- Transfer from a class or school as permitted by law
- Parent/guardian conference
- Education regarding the impact of the conduct on others
- Positive behavior support
- Referral to a student success team
- Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
- Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Charter School shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The Charter School may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the Charter School does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the Charter School shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the Charter School shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

11. Appeals to the California Department of Education: Any complainant who is dissatisfied with the Charter School's final written decision of a complaint regarding any specified federal or state educational program subject to the UCP may file an appeal in writing with CDE within 15 calendar days of receiving the Charter School's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the Charter School's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and how the facts of the Charter School's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the Charter School's decision in that complaint. (5 CCR 4632)

Upon notification by CDE that the complainant or respondent has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to CDE: (5 CCR 4633)

- A copy of the original complaint
- A copy of the written decision
- A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision
- A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- A report of any action taken to resolve the complaint
- A copy of the Charter School's uniform complaint procedures
- Other relevant information requested by CDE

Inspire Personalized Learning Creed:

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Staff Information Technology Acceptable Use Policy

Inspire Charter School – Los Angeles is committed to empowering our staff with access to technology, information, and digital resources while fostering safe, responsible, and ethical working and learning environments. The Charter School is committed to upholding important security, privacy, and safety regulations, protocols, and standards. Users of the Charter School's devices, networks, accounts, and other resources must adhere to the Charter School's policies. Users are expected to fully comply with local, state, and federal regulations. Failure to adhere to these policies or regulations may result in discipline, legal action, or other remedies determined to be within the rights of the Charter School. Relevant regulations include (but are not limited to):

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPAA)

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Staff Information Technology Acceptable Use Policy is to accomplish the following:

1. Define Technology Use Terms and Phrases
2. Identify the User Responsibility
3. Outline Acceptable Use of Resources
4. Outline Unacceptable Use of Resources
5. Outline the Expectation of Privacy
6. Define Cyberbullying
7. Outline Stolen Technology Procedures
8. Outline the Staff/Employee Departure Procedures
9. Identify the Disclaimers and Acknowledgements
10. Establish the User Agreement

1. Definitions:

- **School or Organization or We** – the Charter School and its subsidiaries, programs, and divisions
- **ITD** - Inspire Charter Schools Information Technology Department
- **You or Your or I** - employee of the Charter School and or signer of this Acceptable Use of Technology Policy
- **Resources** - devices, systems, services or networks owned, operated or issued by the Charter School.
- **User** - any person(s) accessing or utilizing the Charter School's resources that is not a

resource operator

- **AUP-** Staff Information Technology Acceptable Use Policy

2. User Responsibilities: Access to the Charter School’s technology, resources, and support offers a wealth of educational benefits and work efficiencies. To maintain access to these tools and resources, all users must agree to, learn about, and comply with all information within this AUP document.

- You agree to, learn about and comply with all information outlined in this AUP document
- Persons to whom items are assigned are expected to exercise reasonable care to protect those items against damage, loss and theft. “Reasonable care” is defined as:
 - Never leaving items unattended
 - Never lending, giving or releasing items to a person other than an employee of the ITD or school administration
 - Never removing protective accessories or features (e.g. cases, bumpers)
 - Keeping items away from dangerous conditions (e.g. liquids, heat sources, unstable surfaces or items) and preventing actions which promote damage beyond normal wear and tear
- You must immediately report damaged, lost or stolen items/resources. Items reported stolen or missing will require a police report.
- You are expected to make a reasonable effort to protect your passwords, information and data.
- The Charter School employees may be held liable, financially, punitively or otherwise, for lost, stolen, missing, damaged equipment.
- You are obligated to notify the ITD of continued access to technology resources beyond departure from the Charter School (e.g. resignation, termination, administrative leave) in the event the ITD has not contacted you.
- **Items, devices and resources issued by the Charter School are School property and must be returned or relinquished to the Charter School upon request or departure**

3. Acceptable Use of Resources:

- All of the Charter School-issued accounts are intended solely for use by the person authorized to use the account.
- When sharing or exposing personal information or data online, extreme caution should

be exercised.

- Any information or communication accessible via any of the Charter School networks should be assumed private property.
- The Charter Schools reserves the right to verify whether specific uses of the Charter School technology or networks are consistent with this acceptable use policy.
- The Charter School is bound by certain licensing agreements. Users are expected to comply with those agreements.
- Educational and instructional use as related to the Charter School only

4. Unacceptable Use of Resources:

- All commercial or personal for-profit usage is prohibited.
- The access, use or transmission of objectionable material (e.g. materials that are obscene, bullying, profane, lewd, threatening, disrespectful, hateful, pornographic) is prohibited.
- Violation of any local, state or federal laws as well as School, board or administrative policies are prohibited. (e.g. Federal copyright laws - [Title 17](#), USC)
- Any attempt to circumvent of the Charter School's security measures, content filters or access restricted resources is prohibited.
- All malicious and nefarious activities are prohibited. Examples include (1) unauthorized trespassing or infiltration of a network or device, (2) the intentional distribution of malware, (3) any attempt to deny a remote service. Malicious actors may also be in violation of *California's unauthorized computer access law, Penal Code 502(c) PC*.
- The intentional collection, mining or uncovering of personal information, files, passwords belonging to a user other than yourself is prohibited.
- Impersonation of any user other than yourself is prohibited.
- Unauthorized falsification or modification of any school records is prohibited.
- The collection or transmission of personal information (e.g. home address, phone number, personal email) which may be useable to identify an individual without written consent is prohibited.

- Political lobbying or advertising is prohibited.
- Unauthorized maintenance, service, repairs or upgrades are prohibited. ICS owned or operated resources must be maintained by the ITD or authorized third parties.

5. Expectation of Privacy: For email, networks, systems and other resources owned or operated by the Charter Schools, users should have no expectation of privacy. The Charter School reserves the right to manage and monitor all aspects of its own resources. The following are examples of actions which may be performed for reasons deemed legitimate by the Charter School:

- Obtain emails, messages and their attachments transmitted to or through the Charter School's owned or operated email systems
- Monitor an individual's use of the Charter School's owned resources
- Locate or track the location of the Charter School's owned resource
- Confiscate, search, disable or wipe any of the Charter School's owned device, item or their contents/data

Personal devices are private. The Charter School must obtain permission to access personal devices. However, when the Charter School resources are accessed with a personal device, data, information and transmissions which come into contact with those resources cannot be guaranteed.

6. Cyberbullying: Cyberbullying is the use of technology resources to willfully harm either a person or persons through electronic systems (e.g. texts, photos, videos, messages, social media). Examples of this behavior include but are not limited to:

- Transmitting false, cruel, hateful or embarrassing information or media targeting others
- Creating posts or websites that have stories, cartoons, pictures or jokes ridiculing others
- Unauthorized access to any resource (e.g. social media, email) for purposes of downloading or transmitting vicious or embarrassing materials
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and transmitting that information or media to others
- Posting of a student or staff member picture without their permission
- The use of derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health

- 7. Stolen Technology:** The Charter School is proud to work with Absolute Software - a solution that allows for effective security technology and student safety programs that track, locate and recover your endpoints in the event of a theft, while ensuring safety for students and staff. Absolute provides:

- Remote security to monitor and protect each device
- Reporting tools that give hardware and software information
- Remote device freeze with user verification messaging
- Track assets on Google Maps, including recent and historical locations
- Web filtering to protect students on and off school networks
- Adherence to CIPA regulations around internet security policies
- Thief investigation services, remediation and more

The Recovery Investigation team will work with local law enforcement to recover any stolen device that is tracked through Absolute. They will attempt to collect the device up to 60 days. If they are unsuccessful, the Charter School may be compensated up to \$500 for that device. Pricing may vary and is subject to change without notice and is not guaranteed.

The Charter School's ITD always tries to take the most cautious and diplomatic approach when attempting to recover any stolen items. Three attempts will be made to contact the employee using all forms of communication. Once our attempts have been unsuccessful, a police report is established and all information is handed over to the Absolute Recovery Team for further investigation. Absolute will then continue their process by tracking the device, contact the person in question, communicate with local law enforcement and if found provide a warrant to search for the device.

If a staff member has a lost or stolen device while still employed with the Charter School, please report the device to local law enforcement and contact the ITD to begin the investigation process. ITD will do their best to recovery and replace any device that has been reported as lost, stolen or missing. A police report must be provided prior to starting the investigation.

For more details, please visit: www.absolute.com/en/about/legal/agreements/absolute

- 8. Staff / Employee Departure:** Upon employee departure (e.g. resignation, termination, layoff, non-renewal, administrative leave) from the Charter School, all issued items must be returned immediately. Prepaid return labels and pick up services may be provided at no cost.

9. Disclaimer & Acknowledgements:

- The Charter School reserves the right to modify its policies and rules at any time.
- **ALL DEVICES, ITEMS AND SOFTWARE ISSUED BY THE CHARTER SCHOOL ARE SCHOOL PROPERTY. YOU ARE REQUIRED TO RETURN ALL ITEMS ISSUED TO YOU UPON REQUEST BY OR DEPARTURE FROM THE CHARTER SCHOOL.**
- We reserve the right to seek reimbursement, docked pay or legal remedies in response to non-compliance
- Access to the Charter School's technology, resources and support are offered at the discretion of the Charter School.
- The Charter School will not be held liable for the information or data retrieved, stored, or transmitted by means of the Charter School owned or operated resources, devices, networks, or systems
- Users should not have an expectation of privacy in the use of the Charter School's resources, email, systems, networks
- Illegal activities performed using the Charter School's devices, networks, and systems will be reported to the proper authorities when discovered
- The Charter School will not be held responsible for losses or damages suffered by any user, including loss of data, interruption of service, delays or non-deliveries
- The Charter School's issued property reported as lost, missing or stolen may be remotely tracked, located and/or disabled at the discretion of the Charter School.
- The Charter School may confiscate and search any of the Charter School's resource for any reason deemed reasonable by the Charter School including in response to violation of school policies or government regulations
- The Charter School is not in any way an Internet Service Provider

10. User Agreement Statement: I have read, understand, and will abide by the STAFF INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY when using any of the Charter School's technology and other electronic resources issued, owned or operated by the Charter School. I further understand that any violation of the policies above are considered unethical and in some cases may constitute a criminal offense. Should I violate any of the policies outlined in this agreement, I understand my access to any of the Charter School's resource may be limited, revoked or returned and disciplinary and or legal action may be taken.

EMPLOYEE NAME (please print)

EMPLOYEE SIGNATURE

Date

Inspire Personalized Learning Creed:

“Personalized Learning truly puts every student first by honoring and exploring your student’s unique and special gifts, talents, and aspirations.”



Whistleblower Policy

Inspire Charter School – Los Angeles is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including, but not limited to, federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Inspire Charter School – Los Angeles policy, specifically the policies contained in Inspire Charter School - Los Angeles Employee Handbook.

The purpose of the Inspire Charter School – Los Angeles Governing Board approving this Whistleblower Policy is to accomplish the following:

1. Identify Who to Report Suspected Violations to
2. Establish the Prohibition of Retaliation and the Consequences for Retaliation
3. Identify Who to Report Suspected Retaliation to
4. Establish Investigation Procedures

- 1. Who to Report Suspected Violations to:** An employee who wishes to report a suspected violation of law or Inspire Charter School - Los Angeles policy may do so confidentially by contacting any of the following individuals: a supervisor, a member of the leadership team or the Director of Human Resources.
- 2. Retaliation and The Consequences for Retaliation:** Inspire Charter School - Los Angeles expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Inspire Charter School – Los Angeles. Any employee who engages in retaliation will be subject to discipline, up to and including termination.
- 3. Who to Report Suspected Retaliation to:** Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: the Inspire Executive Director, or the Inspire Deputy Executive Director. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the Inspire Executive Director, or the Inspire Deputy Executive Director.
- 4. Investigation Procedures:** Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and in a manner intended to protect confidentiality, consistent with a full and fair investigation. The Executive Director or Deputy Executive Director and a member of ICS management will conduct or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings directly.

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***INSPIRE CHARTER SCHOOLS***

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Inspire Charter School Board Meeting Dates (2018-2019)

October Board Meeting	9/30/18
December Board Meeting	12/8/18
March Board Meeting	3/9/19
June Board Meeting	6/1/19