



ALLEGIANCE STEAM ACADEMY

REGULAR MEETING OF THE BOARD OF DIRECTORS

February 25, 2018

7:00 pm

Meeting Location:

13050 2nd Street, Chino, CA 91710

AGENDA

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

Allegiance STEAM Academy ("Allegiance"), which operates Allegiance STEAM Academy - Thrive Charter School, welcomes your participation at the Allegiance's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of Allegiance in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our school. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided and are included in Board Policy.

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: email@allegiancesteamacademy.org
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Public Comments."
3. "Public Comments" are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes.
4. When addressing the Board, speakers are requested to state their name and adhere to the time limits set forth.

5. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

I. Preliminary

A. Call to Order

The meeting was called to order by Board Chair at _____.

B. Roll Call

	Present	Absent
Andrew Vestey, Chairman	_____	_____
Vanessa Okamoto, Secretary	_____	_____
Melanie Choi, Treasurer	_____	_____
Raquel Rall, Member	_____	_____
Samantha Odo, Member	_____	_____

C. Public Comments- Items not on the Agenda

No individual presentations shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

D. Approval of Agenda for Board Meeting for February 25, 2018.

Recommended the Board of Directors approve the Agenda for Regular Board Meeting for February 25, 2018

Motion: _____ Second: _____ Roll Call: _____

II. Open Session:

A. COMMUNICATIONS

1. Comments from Board of Directors
2. CEO's report

B. ITEMS SCHEDULED FOR PRESENTATION

1. **Charter School Governance Training:**

Ralph M. Brown Act, Public Records Act, Avoiding Conflicts of Interest, Board Member Roles and Fiduciary Duties, and Best Practices.

C. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

1. **Non-discrimination in Employment Policy**

Allegiance STEAM Academy is committed to providing equal opportunities for all people and an employment process that is free from discrimination. ASA will comply with federal state and local equal employment opportunity laws and strives to keep the workplace free from discrimination.

It is recommended the Board of Directors:

- a. Adopt and Approve the Non-discrimination in Employment Policy

Motion: _____ Second: _____ Roll Call: _____

2. **Internal Dispute Resolution Policy**

Allegiance Steam Academy has created a policy to handle internal disputes. All internal disputes between faculty, staff, parents, administrators and/or Board members of ASA will be resolved by the school and policies set forth.

It is recommended the Board of Directors:

- a. Adopt and Approve the Internal Dispute Resolution Policy.

Motion: _____ Second: _____ Roll Call: _____

3. **Non-discrimination Policy**

Allegiance STEAM Academy is committed to providing a school that is free from discrimination as well as any harassment based upon several factors. ASA will comply with federal state and local civil rights laws and strives to keep the school free from discrimination.

It is recommended the Board of Directors:

- a. Adopt and Approve the Non-Discrimination Policy.

Motion: _____ Second: _____ Roll Call: _____

4. Health and Safety Policy

Allegiance Steam Academy has created a series of policies contained within the Health and Safety Policy. ASA is committed to a safe and secure campus for students, staff and families. The series includes:

- Fingerprinting and Background Checks
- Tuberculin Examinations
- Safe Facilities
- Immunizations/Physical Exams
- Communicable, Contagious, or Infectious Disease Prevention
- Administration of Medications
- Drug-Free Workplace
- Tobacco-Free Environment
- First Aid, CPR, and Health Screening
- Exposure Control Plan for Blood Borne Pathogens
- Conditions for Classroom and School Visitation

It is recommended the Board of Directors:

- a. Adopt and Approve the Health and Safety Policy

Motion: _____ Second: _____ Roll Call: _____

5. Student Code of Conduct Policy

ASA Thrive will be committed to providing an environment that allows students to develop academically and social-emotionally. To this end, ASA Thrive has established the “Wolves Ways” which are the anchors of our School culture and expectations of one another.

It is recommended the Board of Directors:

- a. Adopt and approve the Student Code of Conduct Policy

Motion: _____ Second: _____ Roll Call: _____

6. Field Trip Policy

Allegiance STEAM Academy will be committed to providing opportunities for all students to experience quality STEAM education that includes learning experiences outside of the school premises and operating hours. ASA will ensure the educational experience during the field trip is safe for those involved.

It is recommended the Board of Directors:

- a. Adopt and Approve the Field Trip Policy.

Motion: _____ Second: _____ Roll Call: _____

7. English Language Learner Master Plan

Allegiance STEAM Academy will acknowledge, celebrate, and develop students of all ability levels. All students will be served, regardless of their learning style. ASA will provide instruction in an inclusive setting to maintain the least restrictive environment. We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon. We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

It is recommended the Board of Directors:

- a. Adopt and Approve the English Language Learner Master Plan.

Motion: _____ Second: _____ Roll Call: _____

8. Governing Board Job Description

Allegiance Steam Academy has developed a Board of Directors Job Description to ensure responsibility that the academic program and operations are aligned with the terms of the charter and the organization is viable.

It is recommended the Board of Directors:

- a. Adopt and Approve the Governing Board Job Description.

Motion: _____ Second: _____ Roll Call: _____

C. ADJOURNMENT

It is recommended the Board of Directors:

- a. Adjourn the Regular Board Meeting for February 25, 2018 at _____

Motion: _____ Second: _____ Roll Call: _____



NON-DISCRIMINATION IN EMPLOYMENT POLICY

ASA Thrive will be committed to providing equal opportunities for all people and an employment process that is free from discrimination based upon the actual or perceived characteristics of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.

Equal opportunity in employment extends to all aspects of the employment relationship, including applying and advancement. ASA Thrive complies with federal, state, and local equal employment opportunity laws and strives to keep the workplace free from all forms of discrimination. ASA Thrive considers discrimination in all forms to be a serious offense.

Annually, all supervisors will participate in training on EEO law and best practices.

Employees have several options for reporting discrimination and/or retaliation, including contacting their direct supervisor, the CEO, Director of Business Services or the Board of Directors.

Employees who witness or believe that they have been subject to prohibited discrimination and/or retaliation should immediately report the incident using one or more of the reporting options described above.

Employees following this complaint procedure are protected against illegal retaliation by the school and by any employee, or manager/supervisor. Generally, any reported violations (written and/or verbal) of EEO law or this policy will be promptly, timely, thoroughly, and objectively investigated. Upon the completion of the investigation, the results may be communicated to the employee who filed the complaint. Employees found to have engaged in discriminatory conduct or retaliation will be subject to immediate disciplinary action, up to and including termination.



INTERNAL DISPUTE RESOLUTION POLICY

The ASA Thrive Board of Directors has adopted an Internal Dispute Resolution Policy that complies with Title 5 of the California Code of Regulations, Section 4600 et. seq. and other applicable state and federal laws and regulations.

All internal disputes between faculty, staff, parents, administrators, and/or Board members of the Charter School will be resolved by the school according to the school's own internal policies. The Chartering Agency will not be involved with internal disputes of the school unless the school requests the Chartering Agency involvement, or unless the internal dispute relates to one of the reasons under Education Code § 47607 for which a charter may be revoked. Neither the District nor the Charter School can guarantee timely resolution of disputes when the parties are in disagreement and mediation fails because neither party can control the time for judicial review.

This will not inhibit or restrict in any way the Chartering Agency's ability to ensure compliance with the charter or state and federal law. In fact, this specifically allows the Chartering Agency to intervene even in internal disputes if they are related to one of the reasons for which a charter can be revoked. These reasons include, but are not limited to, violation of the law, violations of the charter, health and safety issues, and financial mismanagement.

The objective of the Internal Dispute Resolution Policy is to have school community members resolve issues in-house in an amicable and fair manner whenever possible. School community members include the CEO, directors, students, teachers, parents, volunteers, community members, partners, and collaborators.

Complaints

Any person with a complaint about ASA Thrive (the School), any of its employees or third parties may file a written Complaint Report with the School which shall describe in detail the facts relating to the complaint, and which shall request an investigation of the facts relating to his or her complaint. Assigned personnel will interview witnesses, investigate the facts relating to any such complaint, and will provide to the complaining party and the School administration a written Determination Report regarding the complaint, any facts discovered about the complaint, and what action, if any, the School will take to resolve the complaint, together with a notice of

the complaining party's right to appeal the Determination Report. The Determination Report, including a description the action(s) which the School will take, if any, to resolve the complaint, shall be final and binding upon the complaining party and the School, unless the Determination Report is timely appealed as provided in this policy.

All Complaint Reports must be filed within six months of the date of the events giving rise to the complaint, or within six months from the date that the complaining party obtained knowledge of such facts, whichever is later. Untimely complaints and appeals may be dismissed and returned to the complaining party with no further action by ASA.



NON-DISCRIMINATION POLICY

ASA Thrive will be committed to providing a school that is free from discrimination as well as any harassment based upon the actual or perceived characteristics of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.

Title IX remains a critical federal civil rights law that prohibits discrimination on the basis of sex (including sexual harassment) in our schools. It protects male and female students and employees in any educational entity that receives federal funds. The preamble to Title IX of the Education Amendments of 1972 states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX requires that each public school district, as well as state-approved nonpublic special education programs, have at least one person designated as the Title IX Coordinator. The Title IX Coordinator ensures active compliance with the law. Title IX Web pages can be found by going to <http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp> .

As defined and required by Title IX all schools will post, in a prominent location, the notification of the name, address and telephone number of the District Title IX Coordinator:

Sebastian Cognetta, Ed.D.
Phone TBD
5862 C St, Chino, CA 91710

Compliance with Title IX is essential to ensure equity in education. Complaints pertaining to Title IX issues can be filed by utilizing the Uniform Complaint Procedures (UCP) as identified in *California Code of Regulations*, Title 5, Sections 4600 et. Seq.



HEALTH AND SAFETY POLICY

The ASA Thrive Board of Directors has adopted a series of Health and Safety Policies. The policies attached are as follows:

- Fingerprinting and Background Checks
- Tuberculin Examinations
- Safe Facilities
- Immunizations/Physical Exams
- Communicable, Contagious, or Infectious Disease Prevention
- Administration of Medications
- Drug-Free Workplace
- Tobacco-Free Environment
- First Aid, CPR, and Health Screening
- Exposure Control Plan for Blood Borne Pathogens
- Conditions for Classroom and School Visitation

Fingerprinting and Background Checks

Fingerprinting

ASA Thrive (the School) shall comply with the applicable provisions of the Education Code regarding fingerprinting and background checks, including Sections 44237, 44830.1 and 45125.1. It is the policy of the School to require fingerprinting and background checks for its employees as required by law prior to employment. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and an approval for the School or its designee to perform background checks.

The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment. The School shall also fingerprint and background check school volunteers who volunteer with students outside of the direct supervision of a School employee, prior to volunteering at the School. For these volunteers, fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year.

Additionally, the School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with students. In determining whether a contract employee will have limited contact with students, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether students will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of School personnel.

Procedures for Background Checks

The CEO/Principal or designee shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the ASA Thrive Board of Directors will review. The CEO/Principal or designee shall monitor compliance with this policy and report to the ASA Thrive Board of Directors on a quarterly basis.

Tuberculin (TB) Examinations

No person shall be employed by ASA Thrive unless he or she has submitted proof of an examination within the last sixty (60) days that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs. All employees shall be required to undergo this examination at least once every four (4) years. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician. This policy shall also include substitute employees.

Safe Facilities

The School will be housed in facilities that meet California Building Standards Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), or the Field Act (Article 3 (commencing with Section 17280) and Article 6 (commencing with Section 17365) of Chapter 3 of Part 10.5 of the Education Code) as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School is located. Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school, will be handled and disposed of properly.

Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the Environmental Protection Agency's "Tools for Schools" program will be implemented and maintained. Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Immunizations

Applicability

This policy applies to all applicants to the School and School employees in charge of admissions.

Immunizations

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

The School's verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) Students who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Under SB 277, beginning January 1, 2016 exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Most families will not be affected by the new law

because their children have received all required vaccinations. Personal beliefs exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. For more information about SB 277, please see the Frequently Asked Questions available at: <http://www.shotsforschool.org/laws/sb277faq/>.

For more information about school immunization requirements and resources, please visit the California Department of Public Health's website at www.shotsforschool.org, or contact your local health department or county office of education. Thank you for helping us to keep our children and community healthy.

Communicable, Contagious, or Infectious Disease Prevention Policy

The School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids. ASA Thrive desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations. Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations Policy.) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

STEAM Lab Instruction

Students involved in STEAM Lab experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Exposure Control Plan for Bloodborne Pathogens” Policy.)

Administration of Medications

ASA Thrive staff is responsible for overseeing the administration of medication to students attending the School during regular school hours. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees. Any student who is required to take, during the regular school day, medication prescribed for him or her by a physician or surgeon may be assisted by designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if the School receives the appropriate written statements.

In order for a student to carry and self-administer prescription auto-injectable epinephrine, the School shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the student consenting to the self-administration, providing a release for the designated school personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and releasing the School and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

In order for a student to be assisted by designated school personnel, the School shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the student indicating the desire that the School assist the student in the matters set forth in the statement of the physician.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical professional.
- Medication shall be administered only during school hours if determined by a physician to be necessary.
- Designated staff shall keep records of medication administered at the School.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by appropriately designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to extended holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).
- The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

- A student may be subject to disciplinary action if that student uses auto-injectable epinephrine in a manner other than as prescribed.

Drug-Free Workplace

ASA Thrive is committed to providing a drug- and alcohol-free workplace; and to promoting safety in the workplace, employee health and well-being, and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees off the job jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, and consistent with this commitment, the School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property, only in accordance with search policies approved by the ASA Thrive Board of Directors.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

Tobacco-Free Environment Policy

ASA Thrive maintains a tobacco-free environment. Smoking or the use of any tobacco products is not allowed anywhere on School property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our Tobacco-free Environment policy.

First Aid, CPR, and Health Screening

The School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at the School or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and to keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Within the School's facilities, a First Aid Kit containing appropriate supplies will be present. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and are to be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The CEO/Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by Education Code Section 49450, et seq., per appropriate grade levels.

Diabetes

The 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.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The CEO/Principal, or designee, shall send home the notification required by law for excluded students. If there are two or more students affected in any learning center, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Exposure Control Plan For Blood Borne Pathogens

The CEO/Principal, or designee, shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The CEO/Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

The CEO/Principal shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The CEO/Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations. Any employee not identified as having occupational exposure in the School's exposure determination may petition to be included in the School's employee in-service training and hepatitis B vaccination program.

Any such petition should be submitted to the CEO/Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The CEO/Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Conditions for Classroom and School Visitation and Removal Policy

While the School encourages parents/guardians and interested members of the community to visit the School and view the educational program, the School prioritizes a safe environment for students and staff. The following policy is crafted with that in mind.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Section 627, et seq., to facilitate visits during regular school days: Visits during school hours should first be arranged with the teacher and CEO/Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the CEO/Principal or designee.

All visitors shall register with the front office immediately upon entering the building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name and his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the CEO/Principal or designee may design a visible means of identification for visitors while on school premises.

The CEO/Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the School, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

The CEO/Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

The CEO/Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the CEO/Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be in violation of a misdemeanor.

Any visitor who is denied registration or has his/her registration revoked may request a hearing before the CEO/Principal or designee or ASA Thrive School Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the CEO/Principal or designee or the Board President within five days after the denial or revocation. The CEO/Principal or designee or Board President shall promptly mail a written

notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the CEO/Principal or designee shall be held within seven days after the CEO/Principal or designee receives the request. A hearing before the ASA Thrive School Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

The CEO/Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

At each entrance to the School grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the CEO/Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.

No electronic listening or recording device may be used by students or visitors in a classroom without prior written approval by the teacher and the CEO/Principal or designee.

Penalties

Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.



STUDENT CONDUCT POLICY

ASA Thrive will be committed to providing an environment that allows students to develop academically and social-emotionally. To this end, ASA Thrive has established the following “Wolves Ways” which are the anchors of our School culture, expectations for one another and the foundation for the Student Conduct Policy:

Trust your instincts

Keep your den clean

Stay on track

Howl with your friends

Be a leader

All staff will treat students with dignity, respect and compassion. Discipline for unsafe, defiant and inappropriate behavior is no exception. At all times, staff will communicate using a clear and assertive voice, not a passive or aggressive one. School staff will discuss and model the Wolves Ways at grade level assemblies at the beginning of the school year, daily in opening and closing advisories and as needed based on their professional judgment. Students who consistently follow these rules will be recognized on an individual and school wide basis.

Student Responsibilities

The following list of student responsibilities is not exhaustive. All students have the responsibility to:

1. Howl with your friends:
 - Be on time and attend every class every day, unless excused.

- Be respectful in communications with peers and those in authority.
 - Comply with all school building and school policies, rules and behavior expectations as well as state and federal law including, but not limited to, refraining from all types of harassment and bullying.
2. Keep your den clean:
 - Comply with school rules governing the proper use of electronic devices.
 - Respect school property and not damage it.
 3. Stay on track:
 - Arrange to make up work when absent from school.
 - Attain satisfactory academic achievement consistent with an individual's ability and complete all assignments.
 4. Trust your instincts
 - Assume personal responsibility for acting with respect and common courtesy.
 5. Be a leader
 - Accept disciplinary consequences with dignity and make a commitment to improve one's own individual performance and conduct.
 - Exhibit honest behavior as it applies to tests, assignments, and other school work.
 - Understand and comply with school rules regarding appropriate conduct on the bus and at extra-curricular or other school-related activities.
 - Refrain from bringing or possessing weapons at school.

Consequences for Inappropriate School Behavior

Disciplinary Action

All responses to student inappropriate school behavior shall include elements of teaching, or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior. Disciplinary action may be taken for any student conduct that interferes with the operations of the school or the welfare of the student or others.

Disciplinary Action Options

Alternatives to removal from class or dismissal shall be used whenever possible unless the behavior of the student places the student or others in danger, or a removal/dismissal is required by other law, policy, or procedure. Any discipline for a violation of student behavior expectations will be based on all available facts and circumstances of the violation and is solely within the discretion of the school. Any violation of a school rule will result in disciplinary action. Disciplinary action may range from a simple verbal warning, parent contact, removal from class, suspension, or other appropriate disciplinary action up to and including expulsion or exclusion, depending on the nature of the infraction.



FIELD TRIP POLICY

ASA Thrive will be committed to providing opportunities for all students to experience a high quality STEAM education that includes learning experiences outside of the school premises and operating hours.

Field trips and excursions are educationally sound and an important ingredient to the instructional program of ASA Thrive. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Field trips and excursions are to be planned and carried out with safety as a priority and in a manner that minimizes the School's legal liability and financial cost.

Monitoring Field Trips and Excursions

The CEO/Principal shall ensure that the effectiveness of field trips and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of the School's educational program. Teachers are to have a considerable degree of flexibility and innovation in planning field trips.

Field Trip and Excursion Planning and Approval

All field trips and excursions that take place during school hours must receive prior written approval by the CEO/Principal of the School. The CEO/Principal shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion relates to the School's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity. Field trips and excursions lasting longer than the school day require the above procedure and Board approval.

If the CEO/Principal does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

The CEO/Principal may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The CEO/Principal shall not approve activities that he/she considers to be inherently dangerous to students.

Permission Slips

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against the School, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety. One copy of the permission slip shall be filed with the CEO/Principal of the School and one copy shall be given to the teacher to take on the field trip or excursion.

Supervision of Field Trips and Excursions

The sponsoring teacher must be present to supervise the field trip or excursion. The CEO/Principal or designee shall be designated as the emergency contact for the group on the field trip or excursion. The sponsoring teacher or School employee accompanying the group shall have completed a first aid course. A first aid kit shall be in the possession of the sponsoring teacher or accompanying School employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted snakebite remedies. The sponsoring teacher or School employee must also be certified in a first aid course emphasizing treatment of snakebites. School employees shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other School employee accompanying the field trip or excursion.

Adult/Student Ratio

Adult/student supervision ratio must be observed at all times during the field trip or excursion. Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the School group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or

excursion, the CEO/Principal or designee may hold a meeting for parents/guardians accompanying the School group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs. Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion. Parents/guardians participating in field trips and excursions are required to pass a criminal background check and a tuberculosis screening in advance of the field trip/excursion.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel. If travel is by van, the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling.

If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide proof of liability insurance. A copy of the insurance policy shall be given to the CEO/Principal or designee. The parents/guardians shall acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion.

The School shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used. Parents/guardians will be reimbursed the costs for use of their private vehicles when used for field trips or excursions at the rate allowed by the Internal Revenue Service for vehicle expense. To receive reimbursement the parent/guardian must submit a report indicating the destination and purpose of the trip and miles traveled. The report must be co-signed by the sponsoring teacher.

Fees

Fees for field trips and excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school band activities so long as no pupil is prevented from making the field trip or excursion because of lack of sufficient funds. (Ed. Code, § 35330(b));



ENGLISH LANGUAGE LEARNER MASTER PLAN

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Introduction

ASA Thrive will acknowledge, celebrate, and develop students of all ability levels. All students will be served, regardless of their learning style. ASA Thrive will provide instruction in an inclusive setting to maintain the least restrictive environment. All students will be held to high expectations while being provided with high levels of support. We will ensure that we meet all students' unique learning needs through multi-layered intervention and support services, high expectations, and research-based instructional practices. Differentiation plays an integral role in meeting the needs of diverse learners. Formal and formative assessments will shape instruction for English Language learners, as well as both low-achieving and high-achieving students.

We believe that English Language learners deserve an educational environment that is inclusive and affirming of their home language and culture, viewing home language as a gift and strength to build upon. We believe that to meet our high expectations for student access to college, we must closely monitor student progress toward English language proficiency with multiple data sources, using this information to guide instruction and professional development.

We believe successful implementation of a coherent program for English Learners requires a school-wide effort with collaboration between all stakeholders. We believe that teachers and instructional leaders must promote student competence and confidence through instruction that is responsive to culture, builds on student prior knowledge, and fosters academic rigor to attain English language proficiency.

This plan shall be reassessed, at a minimum, on an annual basis to measure the effectiveness of the program to meet established goals, and ASA Thrive shall make revisions as required.

Identification and Placement

Introduction

Under federal civil rights law, charter schools, like all public schools, must identify English learner (EL) students who have limited proficiency in reading, writing, speaking, or comprehending English in a timely manner, and must provide ELs with an effective English language acquisition program that also affords meaningful access to the school's academic content.

Home Language Survey

Upon initial enrollment, parents complete the Home Language Survey (HLS) section on the school's Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a

student's language classification or immigration status. See sample prose for the explanation and purpose below.

The survey is completed, by the parent or guardian, upon the student's initial enrollment in the school. The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as an English learner based on ELPAC results, changing the HLS will not change the student's identification. The student's status as an English learner will change only when an LEA reclassifies the student.

The information provided on the HLS is maintained thereafter in the school's Student Information System (SIS) and in the student's cumulative record.

If a language other than English is indicated on any of the first three questions (see below), the student should be tested with the English Language Proficiency Assessment for California (ELPAC) Initial Assessment. If a language other than English is indicated on the fourth question (see below), the student may be tested at the LEA's discretion.

HOME LANGUAGE SURVEY

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you (the parents or guardians) use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

Initial Assessment and Classification

If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil. The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification. (E.C. § 11518.5.)

If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP). (E.C. § 11518.5.)

NOTE: In accordance with state (*EC* § 313) and federal policy (ESSA Title I. § 1111(b)(2)(G)), initially enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

Summative Assessment and Reclassification

The LEA shall administer the ELPAC summative assessment to all ELs during the annual summative assessment window in the spring. The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor.

ASA Thrive shall use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age, consulting
 - a. Smarter Balanced, or

- b. Local assessments to be used to determine English learners (ELs) who were meeting academic measures that indicate they are ready to be reclassified.

If the pupil does not meet the criterion for proficiency, the LEA shall classify the pupil as EL. If the pupil meets the the criterion for proficiency, the LEA shall classify the pupil as Reclassified Fluent English Proficient (RFEP).

Administration of the ELPAC to Pupils with Disabilities

When administering an initial or summative assessment to a pupil with a disability, the LEA shall provide the accommodations in accordance with the pupil's IEP or Section 504 Plan.

A pupil with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the pupil's IEP or Section 504 Plan.

Language Acquisition Programs

Charter schools enrolling EL students have a dual obligation, as do all LEAs, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (*Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including designated ELD, must be an integral part of a comprehensive program for every EL student.

Castañeda v. Pickard established a three part test that can be used by LEAs to evaluate and determine whether their programs are appropriately addressing the needs of ELs. Programs for ELs must be:

1. based on a sound educational theory,
2. implemented effectively with sufficient resources and personnel, and
3. evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time

Pursuant to E.C. § 305¹ and based on the number of EL students and their respective proficiency levels, ASA Thrive will provide two types of programs: Structured English Immersion (SEI) and English Language Mainstream (ELM). ASA Thrive will use ELPAC results and criteria to

¹ E.C. § 305 (2). School districts and county offices of education shall, at a minimum, provide English learners with a structured English immersion program, as specified in Section 306, for purposes of ensuring that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English pursuant to the state priorities identified in paragraph (2) of subdivision (d) of Section 52060 and of Section 52066.

determine the students, if any, who qualify for each program. An EL student will be transferred from SEI to ELM the pupil has acquired a reasonable level of English proficiency.

SEI instruction is designed for students with less than “reasonable fluency,” as defined by the LEA. The ELM program is designed for native English speakers or students with reasonable fluency or that have already acquired a “good working knowledge of English” as defined by the LEA. (5 CCR § 11301.)

Curriculum and Instruction

At ASA Thrive all classes will be conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. From the first day of school, EL students will be immersed in English with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Teachers will be informed on the language level of their students and will work collaboratively to develop standards-aligned lessons that support English language development. ASA Thrive will provide identified students the same instructional activities in literacy as their non-identified peers, along with additional differentiated support based on English proficiency levels.

Teachers will utilize Specially Designed Academic Instruction In English (SDAIE) strategies to facilitate students’ English language development at all grade levels. We will emphasize the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. Rather than focusing on language development, SDAIE focuses on content comprehension. Language is acquired because of the context in which it is contained. Teachers will build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE strategies will used for EL students in order to make grade level academic content understandable and comprehensible while providing English Language Development and promoting literacy. ASA Thrive will engage in the following practices to support universal access of subject matter content for all students:

- Identifying lesson objectives aligned with state and local standards;
- Linking new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension;
- Using controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible;
- Providing students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking;
- Providing students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects;
- Providing students with regular opportunities to use new language skills in context;
- Using KWL charts to preview and review material;

- Utilizing choral reading in the classroom;
- Pacing lessons appropriately to allow for the participation and active engagement of all students.

ASA Thrive will use the following approach to assist all EL students:

- Identifying student needs through in-depth analysis of ELPAC data, classroom assessments, and CAASPP scores;
- Strategically grouping students with English development level and specific needs in mind;
- Using directed, structured, and research-based instruction utilizing programs for emergent readers and speakers and intensive language acquisition programs;
- Implementing structured, targeted, and rigorous standards-based instruction; and
- Monitoring student progress through informal observations and formal assessments.

Parental Involvement

English Learner Advisory Committee

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. ASA Thrive will establish an English Language Advisory Committee (ELAC). This committee will be comprised of parents of EL students. There will be no limit or restriction on the number of parents that can exist at one time. The committee will advise the administration and staff on the program and services for EL students, offer suggestions to the school administration on the most effective ways to ensure regular school attendance, and provide input on how to effectively engage and welcome EL students and their families in all school activities.



**Allegiance STEAM Academy
Board of Directors
Description of Duties**

The Allegiance STEAM Academy (“ASA”) Board of Directors is responsible for ensuring that the academic program and operations of ASA are faithful to the terms of the charter petition and ASA is a viable organization.

The Members of the Board owe fiduciary duties to ASA and its charter school. The term “fiduciary” refers to anyone who holds a position requiring trust, confidence, and the exercise of good faith. All actions of the Board must be consistent with the directors’ fiduciary duties of care, financial oversight and loyalty.

Under the duty of care, a director must perform his or her duties in good faith, in a manner the director believes to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. Under the duty of loyalty, as someone in a position of public trust, a director must act in a manner he or she believes to be in the best interests of the corporation, and must avoid conflicts of interest.

Specific Responsibilities:

1. Determine the mission and strategic plan:
 - a. Create and periodically review the mission statement.
 - b. The mission statement is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purpose.
 - c. Understand and support the mission statement.
 - d. Adopts policies to successfully implement the school mission and strategic plans.
 - e. Oversees the Chief Executive Officer (CEO) to ensure the school mission and strategic plans; specifically, review and approve major educational and operational policies such as the fiscal policies and procedures, uniform complaint procedures, parent handbook, etc.
2. Select the Chief Executive Officer
 - a. Reach consensus on the CEO’s job description.
 - b. Oversee a careful search process to select the individual who will best serve the organization and its charter schools.
 - c. Oversee and approve CEO’s employment contract and renewal.
3. Support and review the performance of the CEO:
 - a. Provide frequent and constructive feedback.
 - b. Assist when board members overstep prerogatives or misunderstand their roles.
 - c. Recognize exceptional accomplishments.
 - d. Provide for an annual written performance review and goal-setting with a process agreed upon with the CEO in his/her employment contract.
 - e. Receive reports directly from the CEO on the total operation of schools including, but not limited to budget, curriculum, activities, student achievement data, evaluation of staff, and employee contracts.



4. Ensure effective organizational planning by approving an annual update to each schools' local control accountability plan (LCAP) that includes concrete, measurable goals and actions consistent with the charter.
 - a. Monitor progress in achieving the outcomes and goals.
 - b. Annually reviews student performance based on state and federally mandated assessment and sets goals for academic achievement.

5. Ensure adequate resources and manage resources effectively:
 - a. Approve the annual budget and any material revisions.
 - b. Monitor budget implementation through periodic financial reports.
 - c. Approve fiscal policies and procedures and personnel policies.
 - d. Provide for an independent annual audit by a qualified CPA and approve annual audit.
 - e. Ensure the full board has the proper training to be effective stewards of public funding.
 - f. Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.
 - g. Ensure the full board has the proper training to ensure compliance with the Brown Act.
 - h. Approve major contracts and facility and site agreements to ensure they are in the best interest of ASA and reflect reasonable market values as required by fiscal policies and procedures.
 - i. Approve fundraising targets and goals.
 - j. Assist in fundraising

6. Staffing and Personnel:
 - a. Reviews and approves personnel policies and revisions..
 - b. Approves salaries and compensation policies for all school personnel in compliance with any applicable state laws.

7. Determine, monitor and strengthen the programs and services
 - a. Assure programs and services are consistent with the mission and the charters.
 - b. Assess the quality of the program and services, and approve any material revisions to the charters.
 - c. Develop, review or revise performance measures, including school goals.
 - d. Review and approve the school master calendar and schedule of Board meetings.
 - e. Participate in the dispute resolution and/or student suspension/expulsion process provided by charters, when necessary.

8. Enhance ASA's public standing:
 - a. Serve as ambassadors, advocates and community representatives of the school.
 - b. Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
 - c. Assist in public relations campaigns, as necessary.
 - d. Ensure legal and ethical integrity and maintain accountability.
 - e. Adhere to the provisions of the school's bylaws, charters, and articles of incorporation.
 - f. Adhere to local, state, and federal laws and regulations that apply to the schools.

9. Recruit and orient new board members and assess board performance:
 - a. Define board membership needs in terms of skill, experience and diversity.



- b. Cultivate and recruit prospective nominees and check references.
- c. Provide for new board member orientation and training.
- d. Conduct an annual self-evaluation of the full board and individual board members.

9. Charter Performance and Renewal

- a. Annually reviews the school performance reports.
- b. Reviews charter school renewal proposal and reports.



Board Member Agreement
Allegiance STEAM Academy
Board of Directors

I understand that as a member of the Allegiance STEAM Academy Board of Directors, I have a legal and moral responsibility to ensure the organization exhibits a high level of integrity, ethics, honesty and transparency. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

In turn, I expect ASA and the CEO will endeavor to support me in the following ways:

1. Providing me with financial statements and updates of organizational activities that allow me to meet my duties as a board member.
2. Keeping me adequately informed about issues in the industry and field in which we are working.
3. Board members and the CEO will strive to respond in a straightforward fashion to questions I have that are necessary to carry out my board and committee-related responsibilities to CEO.
4. The CEO agrees to work with board members in good faith towards the achievement of our goals.

I have read, understand and am willing to comply with the Governing Board of Directors Description of Duties that outlines my responsibilities to the Board and ASA.

Member, Board of Directors

Date