



# ALLEGIANCE STEAM ACADEMY

## REGULAR MEETING OF THE BOARD OF DIRECTORS

**September 27, 2018**

**7:30 pm**

**Meeting Location:**  
*5862 C Street, Chino, CA 91710*

### **AGENDA**

#### **INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS**

**Allegiance STEAM Academy- Thrive charter school ("Allegiance STEAM Academy"), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors ("Board"). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.**

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: [info@asathrive.org](mailto:info@asathrive.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.
4. 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	_____	_____
Samantha Odo, Member	_____	_____

**C. Public Comments- Items not on the Agenda**

No individual presentations shall be for more than three (3) 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 the Regular Board Meeting for September 27, 2018.**

Recommended the Board of Directors approve the Agenda for Regular Board Meeting for September 27, 2018

Motion: \_\_\_\_\_                      Second: \_\_\_\_\_                      Roll Call: \_\_\_\_\_

**II. Open Session:**

**A. COMMUNICATIONS**

- 1. Comments from Board of Directors
- 2. CEO’s report

**B. ITEMS SCHEDULED FOR INFORMATION:**

- 1. August 2018 Financial Presentation
- 2. Update from Parents and Community for Kids
- 3. Governance Committee: Board Member Recruitment and Selection Process Update

**C. ITEMS SCHEDULED FOR CONSENT:**

- 1. Minutes for the Regular Meeting of the Board of Directors August 23, 2018
- 2. Minutes for the Special Meeting of the Board of Directors August 23, 2018
- 3. Check register for month of August 2018

Motion: \_\_\_\_\_                      Second: \_\_\_\_\_                      Roll Call: \_\_\_\_\_

**D. ITEMS SCHEDULED FOR DISCUSSION/ACTION:**

1. **Updated Organizational Chart for Allegiance STEAM Academy- Thrive**  
*See attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve to the updated organizational chart for Allegiance STEAM Academy- Thrive.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

2. **Board Resolution of Allegiance STEAM Academy Approving the Establishment of Deposit Accounts at Citizens Business Bank**  
*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Board Resolution of Allegiance STEAM Academy Approving the Establishment of Deposit Accounts at Citizens Business Bank

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

3. **Desert/ Mountain SELPA Parent Representative**  
*The Board will appoint a parent representative for DMSELPA's CAC for the 2018-19 School Year.*

**It is recommended the Board of Directors:**

- a. It is recommended the Board of Directors appoint Dara Diamond and Rinah Vidana as the 2018-19 CAC parent representative.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

4. **Quote for services from Thousand Pines Outdoor Educators for a student field trip**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the quote for services from Thousand Pines Outdoor Educators for a student field trip.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

5. Quote for services from Guided Discoveries, Inc. for a student field trip

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the quote for services from Guided Discoveries, Inc.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

6. Student- Family Handbook 2018-19

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Student-Family Handbook 2018-19

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

7. Employee Handbook 2018-19

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Employee Handbook 2018-19

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

8. Student Standards Based Report Cards TK-8

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Student Standards Based Report Cards TK-8

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

9. Financial Crisis and Management Assistance Team: Charter School Accounting Best Practices Manual

<http://fcmat.org/wp-content/uploads/sites/4/2017/12/2017-Charter-School-Manual-11-27-2017-FINAL.pdf>

**It is recommended the Board of Directors:**

- a. Adopt and approve the Financial Crisis and Management Assistance Team: Charter School Accounting Best Practices Manual

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**10. Board Policy- Personnel**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Board Policy related to Personnel

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**11. Board Policy- Students**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Board Policy related to Students

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**12. Board Policy- Instruction**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Board Policy related to Instruction

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**13. Boundaries Policy**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Boundaries Policy

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**14. Wellness Policy**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Wellness Policy

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**15. Admissions and Enrollment Policy**

*See Attached*

**It is recommended the Board of Directors:**

- a. Adopt and approve the Admissions and Enrollment Policy

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**D. ADJOURNMENT**

**It is recommended the Board of Directors:**

- a. Adjourn the Regular Board Meeting for September 27, 2018 at \_\_\_\_\_

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_



# Allegiance STEAM Academy Thrive

Monthly Financial Presentation – August 2018



# August Highlights

## Compliance and Reporting

- PENSEC funding for new charter received at County in September (\$1,108,341).
- All current factoring will be repaid through intercept of PENSEC.
- Follow-up to PENSEC, 20-Day Attendance Report, will be filed in October.

## Enrollment and Revenues

- Enrollment has opened near budget, the forecast is set 7 below budget (ADA 6.65 down).
  - LCFE funding increased, forecast reduction in 8<sup>th</sup> grade enrollment costs \$9,734 per ADA.
  - Overall revenue forecast decreased \$40K (1%).

## Cash

- Current cash strength has been maintained through strong vendor management by ASA leadership team.
- Significant start-up purchases will require payment beginning in October, requiring new factoring.
- First cash receipts anticipated in September, with monthly in-lieu tax funding and receipt of PENSEC.
- Based on current expense forecast, future receivables factoring will be required in December and January.

## Expenses

- Increased staffing, including additional SpEd aides and specialist (net \$50K increase).
- Increased budget for SpEd services, STEAM expeditions and PD, and IT consultant (net \$160K increase).
- Overall expense forecast increased \$216K (increased \$98K since July forecast).
- School has adequate time to reduce spending in elective budget areas to partially recover increased expenses.



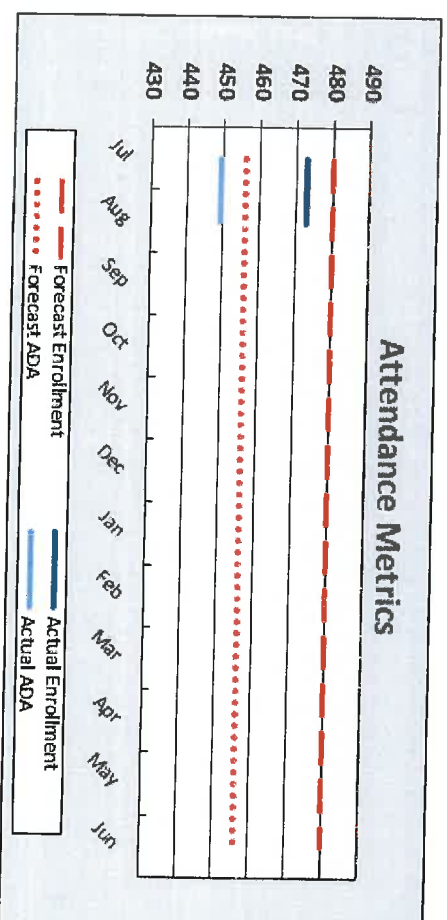
# Attendance Data and Metrics



## Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	Actual	Forecast	Budget
Average Enrollment	473	473	480
ADA	449	449	456
Attendance Rate	95.0%	95.0%	95.0%
Unduplicated %	49.9%	49.9%	49.9%
Revenue per ADA	\$11,032	\$10,960	\$10,960
Expenses per ADA	\$10,655	\$10,026	\$10,026

## Attendance Metrics



Enrollment is forecast at 473, a reduction of 7 in 8<sup>th</sup> grade.

Excluding PCSGP and child nutrition, revenue forecast per ADA is \$9,734.

Current ADA forecast reduces revenue by \$64K.

# Revenue



- Revenues higher than budget – Overall revenues forecast \$40K lower than budget.
- State Aid – Reduced ADA forecast down \$58K, increased LCFE funding rate up \$28K.
- Federal Revenue – PCSGP funding shifted \$7,162 back to 17/18 fiscal year.
- Other State Revenue – Improved forecast for lottery funding per ADA.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ -	\$ -	\$ -	\$ 3,920,649	\$ 3,950,527	\$ (29,878)
Federal Revenue	-	-	-	698,619	708,796	(10,177)
Other State Revenue	-	-	-	337,393	338,596	(1,203)
Other Local Revenue	660	-	660	660	-	660
<b>Total Revenue</b>	<b>\$ 660</b>	<b>\$ -</b>	<b>\$ 660</b>	<b>\$ 4,957,321</b>	<b>\$ 4,997,919</b>	<b>\$ (40,598)</b>



# Expenses



- Salaries - Increased staffing, including additional SpEd aides and specialist – net \$50K increase.
- Subagreement Services and Professional Services – Added SpEd services, PCSGP funded PD, and IT consultant – net increase \$168K.

Expenses	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Certificated Salaries	\$ 161,047	\$ 162,061	\$ 1,014
Classified Salaries	60,155	69,352	9,197
Benefits	53,826	89,098	35,272
Books and Supplies	14,619	450,660	436,042
Subagreement Services	-	5,709	5,709
Professional Services	20,085	37,042	16,957
Facilities	1,691	9,300	7,609
Operations	12,314	55,970	43,655
Depreciation	23	-	(23)
Interest	26,011	56,699	30,688
<b>Total Expenses</b>	<b>\$ 349,770</b>	<b>\$ 935,891</b>	<b>\$ 586,121</b>

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
	\$ 1,603,932	\$ 1,578,500	\$ (25,432)
	543,361	506,208	(37,153)
	671,168	682,810	11,643
	627,196	621,314	(5,882)
	146,921	62,800	(84,121)
	729,112	644,946	(84,166)
	51,991	55,800	3,809
	313,587	334,092	20,505
	23	-	(23)
	100,460	85,163	(15,297)
	<b>\$ 4,787,751</b>	<b>\$ 4,571,633</b>	<b>\$ (216,118)</b>

# Surplus / (Deficit) & Fund Balance

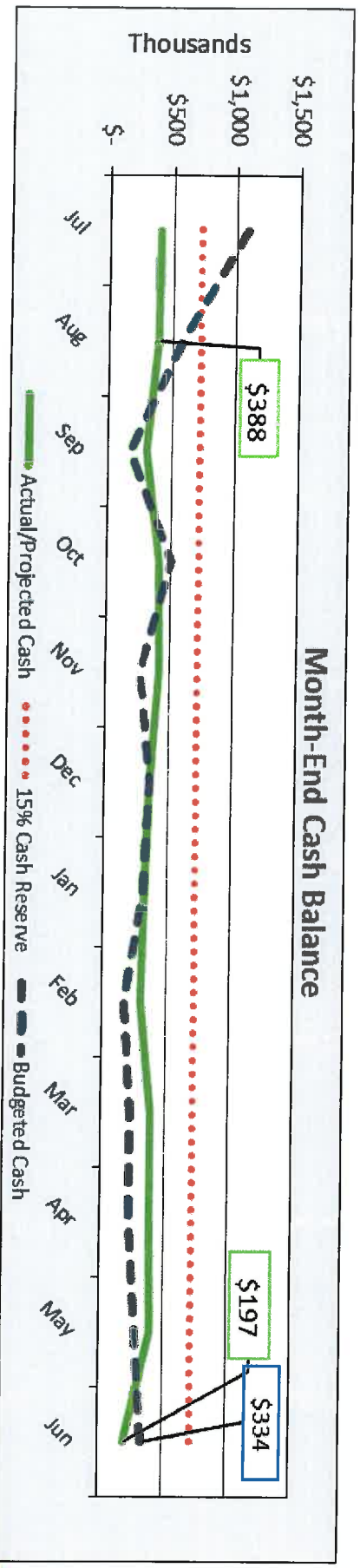


- Current forecast surplus of \$169K (3.5%) is below budget due to increased expenses, but remains solid for first year school.
- First year fund balance is forecast \$106K, 2%.
- School has time to reduce spending in elective budget areas to partially recover increased expenses.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (349,110)	\$ (935,891)	\$ 586,781	\$ 169,570	\$ 426,286	\$ (256,716)
Beginning Fund Balance	(62,995)	(62,995)		(62,995)	(62,995)	
<b>Ending Fund Balance</b>	<u>\$ (412,105)</u>	<u>\$ (998,886)</u>		<u>\$ 106,575</u>	<u>\$ 363,291</u>	
<i>As a % of Annual Expenses</i>	-8.6%	-21.8%		2.2%	7.9%	

# Cash Balance

- Cash is forecast to end the year at \$197K, 4% of expenses, provided by factoring the June apportionment.
- Current cash is \$388K, with \$739K outstanding factoring of PENSEC (repaid Sep/Oct).
- Following repayment of all PENSEC factoring, recommend October factoring of 20-Day Advance to continue funding operations.



# Compliance Deadlines (next 60 days)



Area	Due Date	Description	Completed By	Board Must Approve	Client Signature Required	Additional Information
DATA TEAM	Oct-03	Census Day - Fall 1.8/19 Enrollment - Supplemental and concentration grant amounts are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October) as certified for Fall 1. Enrollment and other demographic data submitted by LEAs to CALPADS are used as the starting point for calculating the unduplicated student count.	ASA	No	No	<a href="http://www.cde.ca.gov/ds/sn/cl/pr/calcalendar.asp">http://www.cde.ca.gov/ds/sn/cl/pr/calcalendar.asp</a>
DATA TEAM	Oct-03	California Basic Educational Data System (CBEDS) data due to CDE - The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Your school must complete the School Information Form (SIF). The SIF is used to collect data specific to schools on the number of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction.	ASA	No	No	<a href="http://www.cde.ca.gov/ds/dc/cb/">http://www.cde.ca.gov/ds/dc/cb/</a>
FINANCE	Oct-31	Public Charter School Grant Program and Dissemination Grant Program - Qtr 1 - The PCSGP Quarterly Expenditure Report (QER) is the accountability document that reflects the dollar amount spent towards work plan activities. A QER is due to the CDE's Charter Schools Division within 30 days of each respective quarter.	Charter Impact	No	Yes	<a href="https://www.cde.ca.gov/sp/cs/re/dcsqpd.asp">https://www.cde.ca.gov/sp/cs/re/dcsqpd.asp</a>
FINANCE	Oct-31	Federal Cash Management - Period 2 - Charter schools that are awarded a grant under any of these programs: Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; and Title III Immigrant programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter. CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="http://www.cde.ca.gov/fg/aa/cml/">http://www.cde.ca.gov/fg/aa/cml/</a>
FINANCE	Oct-31	Collect National School Lunch Program (NSLP) applications - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools will update FRPM program records for eligible students with a start date before Census Day.	ASA	No	No	<a href="https://www.cde.ca.gov/fg/aa/nv/index.aspx?tab=section1">https://www.cde.ca.gov/fg/aa/nv/index.aspx?tab=section1</a>
FINANCE	Oct-31	Complete 20-Day Attendance Report - Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFE State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	Charter Impact	No	Yes	<a href="http://www.cde.ca.gov/fg/aa/ra/charter20day17.asp">http://www.cde.ca.gov/fg/aa/ra/charter20day17.asp</a>
DATA TEAM	Oct-31	CBEDS-ORA - Collection of FTE of Classified staff, estimated teacher hires, kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data	ASA	No	No	<a href="https://www.cde.ca.gov/ds/dc/cb/">https://www.cde.ca.gov/ds/dc/cb/</a>
FINANCE	Nov-01	Meal Health Plans due to SELPA - Schools requesting Level 2 and Level 3 meal health funding must file their annual plan with their SELPA by this date. Specific due dates may vary by SELPA.	ASA	No	Yes	<a href="https://www.cde.ca.gov/fg/aa/se/sep1appform04.pdf">https://www.cde.ca.gov/fg/aa/se/sep1appform04.pdf</a>
DATA TEAM	Nov-15	Complete Nutrition Verification Process (requirement of School Nutrition Program) - Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	ASA	No	Yes	<a href="http://www.cde.ca.gov/is/nv/sn/verification.asp">http://www.cde.ca.gov/is/nv/sn/verification.asp</a>

# Appendices

## As of August 31, 2018

- Cash Flow – Monthly and Annual Forecast
- Detailed Month and YTD Budget vs. Actual
- Statement of Financial Position (Balance Sheet)
- Accounts Payable Aging
- Check Register
- Checks issued over \$2K – additional details

# Alliegance STEAM Academy Thrive

Monthly Cash Flow/Forecast FY18-19  
 Revised 9/23/18  
 ADA = 449.35



	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																
State Aid - Revenue Limit																
8011 LCF State Aid	-	-	-	1,108,341	-	-	531,674	-	262,746	262,746	262,746	262,746	262,746	2,953,742	2,943,811	9,931
8012 Education Protection Account	-	-	163,725	22,800	-	-	22,135	-	22,468	-	22,468	-	22,468	85,870	91,200	(1,330)
8096 In Lieu of Property Taxes	-	-	163,725	72,767	72,767	72,767	72,767	72,767	127,342	63,671	63,671	63,671	31,125	877,037	915,516	(38,479)
	-	-	163,725	1,203,908	72,767	72,767	626,575	72,767	390,087	348,884	326,416	326,416	316,338	3,390,638	3,950,527	(29,878)
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	52,051	52,051	52,051	-
8220 Federal Child Nutrition	-	-	-	6,345	12,055	12,055	12,055	12,055	12,055	12,055	12,055	12,055	12,055	126,897	128,769	(1,878)
8290 Title I, Part A - Basic Low Income	-	-	-	19,210	-	-	57,629	-	-	-	-	-	24,109	76,839	77,976	(1,137)
8294 Title V, Part B - PCSG	-	-	270,443	-	-	112,395	-	-	-	-	-	-	-	442,838	450,000	(7,162)
	-	-	270,443	25,554	12,055	184,409	69,684	12,055	12,055	12,055	12,055	12,055	76,160	698,625	708,796	(10,171)
<b>Other State Revenue</b>																
8311 State Special Education	-	-	-	-	-	-	-	46,795	46,795	46,795	46,795	46,795	0	233,974	238,207	(4,233)
8520 Child Nutrition	-	-	-	-	588	1,116	1,116	1,116	1,116	1,116	1,116	1,116	2,233	11,751	11,925	(174)
8560 State Lottery	-	-	-	-	-	-	-	-	-	-	-	-	91,667	91,667	88,464	3,203
	-	-	-	-	588	1,116	1,116	1,116	1,116	1,116	1,116	1,116	93,900	137,383	338,596	(1,203)
<b>Other Local Revenue</b>																
8699 School Fundraising	-	660	-	-	-	-	-	-	-	-	-	-	-	660	-	660
	-	660	-	-	-	-	-	-	-	-	-	-	-	660	-	660
<b>Total Revenue</b>	-	660	434,168	1,230,049	85,938	258,332	697,375	132,732	450,053	408,850	386,382	386,382	486,398	4,957,321	4,997,919	(40,598)
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	-	113,895	118,804	118,804	118,804	118,804	118,804	118,804	118,804	118,804	118,804	118,804	-	1,201,932	1,173,500	(28,432)
1200 Pupil Support Salaries	-	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	3,818	-	42,006	160,000	118,000
1300 Administrators' Salaries	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	19,167	-	230,000	245,000	(15,000)
1900 Other Certificated Salaries	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	30,000	245,000	(30,000)
	21,667	139,380	144,288	144,288	144,288	144,288	144,288	144,288	144,288	144,288	144,288	144,288	-	1,405,932	1,578,500	(25,432)
<b>Classified Salaries</b>																
2100 Instructional Salaries	-	12,738	18,809	18,809	18,809	18,809	18,809	18,809	18,809	18,809	18,809	18,809	-	206,927	112,677	(88,150)
2200 Support Salaries	2,083	12,107	11,899	11,899	11,899	11,899	11,899	11,899	11,899	11,899	11,899	11,899	-	133,378	149,531	10,553
2300 Classified Administrators' Salaries	9,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	7,750	-	95,000	135,000	40,000
2400 Clerical and Office Staff Salaries	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	65,000	115,000	30,000
2900 Other Classified Salaries	300	1,260	2,780	2,780	2,780	2,780	2,780	2,780	2,780	2,780	2,780	2,780	-	29,386	115,000	30,000
	19,217	40,938	48,321	48,321	48,321	48,321	48,321	48,321	48,321	48,321	48,321	48,321	-	543,361	506,208	(37,153)
<b>Benefits</b>																
3101 STRS	3,527	21,776	23,562	23,562	23,562	23,562	23,562	23,562	23,562	23,562	23,562	23,562	-	260,974	256,980	(3,994)
3202 PERS	1,110	7,712	8,895	8,895	8,895	8,895	8,895	8,895	8,895	8,895	8,895	8,895	-	99,771	91,431	(8,340)
3301 OASDI	1,191	2,803	3,053	3,053	3,053	3,053	3,053	3,053	3,053	3,053	3,053	3,053	-	34,578	31,385	(3,143)
3311 Medicare	593	2,615	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	-	31,345	30,228	(1,107)
3401 Health and Welfare	-	-	18,667	18,667	18,667	18,667	18,667	18,667	18,667	18,667	18,667	18,667	-	186,667	224,000	37,333
3501 State Unemployment	1,101	4,973	1,127	1,127	1,127	1,127	5,635	4,508	2,254	1,127	1,127	1,127	-	26,340	19,600	(6,760)
3601 Workers' Compensation	553	3,873	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	2,716	-	31,584	29,186	(2,398)
	10,075	43,751	60,833	60,833	60,833	60,833	65,341	64,214	61,960	60,833	60,833	60,833	-	671,168	682,810	11,643

Original Budget Total

Favorable / (Unfav.)

ADA = 456.00



# Allegiance STEAM Academy Thrive

## Monthly Cash Flow/Forecast FY18-19

Revised 9/23/18  
AOA = 449.35



	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / Unfavorable (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	596	55,871	55,871	-	-	-	-	-	-	-	-	-	112,338	114,000	1,663
4200 Books and Reference Materials	-	238	10,995	-	-	-	-	-	-	-	-	-	-	11,234	22,800	11,566
4302 School Supplies	-	5,802	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	7,283	-	78,800	79,800	1,164
4303 Special Activities/Field Trips	-	-	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	-	51,500	22,800	(28,700)
4304 Uniforms	-	833	-	-	-	-	-	-	-	-	-	-	-	833	-	(833)
4400 Software	-	2,227	49,803	-	-	-	-	-	-	-	-	-	-	53,932	54,720	798
4305 Noncapitalized Equipment	-	1,892	94,833	-	-	-	-	-	-	-	-	-	-	191,925	186,500	(5,425)
4700 Food Services	-	2,260	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	12,604	-	140,694	140,694	13,906
5102 Special Education	2,227	12,391	226,539	175,741	25,037	25,037	25,037	25,037	25,037	25,037	25,037	25,037	-	621,746	621,314	(432)
<b>Subagreement Services</b>																
5801 IT	-	-	14,692	14,692	14,692	14,692	14,692	14,692	14,692	14,692	14,692	14,692	-	146,921	62,800	(84,121)
5802 Audit & Taxes	20	467	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,487	22,800	(27,687)
5803 Legal	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	50,000	50,000	-
5804 Professional Development	-	140	32,500	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	4,707	-	75,000	15,000	(60,000)
5805 General Consulting	-	-	500	500	500	500	500	500	500	500	500	500	-	5,000	5,000	-
5810 Payroll Service Fee	312	143	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	-	11,289	13,000	1,711
5811 Management Fee	18,742	260	11,371	11,371	11,371	11,371	11,371	11,371	11,371	11,371	11,371	11,371	-	135,540	136,453	913
5812 District Oversight Fee	-	-	4,912	-	-	-	-	-	-	-	-	-	-	120,119	321,016	896
5813 County Fees	-	-	1,250	-	-	-	1,250	-	-	-	-	-	-	5,000	5,000	-
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	56,677	56,677	-
<b>Facilities, Repairs and Other Leases</b>																
5602 Additional Rent	290	-	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	-	18,000	21,600	3,600
5603 Equipment Leases	-	-	1,401	1,970	3,370	3,370	3,370	3,370	3,370	3,370	3,370	3,370	-	33,701	34,200	499
5610 Repairs and Maintenance	290	1,401	3,770	5,170	5,170	5,170	5,170	5,170	5,170	5,170	5,170	5,170	-	51,991	55,800	3,809
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	12	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	-	13,000	5,000	(10,000)
5203 Business Meals	-	13	499	499	499	499	499	499	499	499	499	499	-	5,000	5,000	-
5300 Dues & Memberships	-	-	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	1,123	-	11,234	11,400	166
5400 Insurance	720	5,037	2,878	2,878	2,878	2,878	2,878	2,878	2,878	2,878	2,878	2,878	-	34,536	30,000	(4,536)
5501 Utilities	-	-	36,555	18,278	9,070	9,070	9,070	9,070	9,070	9,070	9,070	9,070	-	143,809	167,352	21,543
5502 Janitorial/Trash Removal	-	-	5,262	562	562	562	562	562	562	562	562	562	-	10,317	6,840	(3,477)
5510 Office Expense	340	5,335	2,389	2,389	2,389	2,389	2,389	2,389	2,389	2,389	2,389	2,389	-	23,563	30,000	437
5511 Postage and Shipping	-	74	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	1,372	-	13,796	14,000	437
5512 Printing	-	-	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	-	13,796	14,000	437
5513 Other Taxes and Fees	-	383	312	312	312	312	312	312	312	312	312	312	-	3,450	3,500	204
5514 Bank Charges	15	93	100	100	100	100	100	100	100	100	100	100	-	1,108	2,000	893
5515 Public Relations/Recruitment	-	-	500	500	500	500	500	500	500	500	500	500	-	5,000	15,000	10,000
5900 Communications	-	294	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	2,464	-	24,919	30,000	5,071
<b>Depreciation</b>	1,075	11,240	56,332	33,354	24,146	24,146	24,146	24,146	24,146	24,146	24,146	24,146	-	313,587	334,092	20,505
6900 Depreciation Expense	-	23	-	-	-	-	-	-	-	-	-	-	-	23	-	(23)
<b>Interest</b>																
7438 Interest Expense	19,168	6,843	14,450	30,000	-	10,000	10,000	10,000	10,000	-	-	-	-	100,460	85,163	(15,297)
	19,168	6,843	14,450	30,000	-	10,000	10,000	10,000	10,000	-	-	-	-	100,460	85,163	(15,297)
<b>Total Expenses</b>	92,793	256,977	634,678	546,221	350,149	360,149	507,640	371,532	369,278	452,709	380,692	373,519	91,417	4,787,754	4,571,633	(216,118)
<b>Monthly Surplus (Deficit)</b>	(92,793)	(256,917)	(200,509)	683,828	(264,211)	(401,816)	189,736	(238,799)	80,775	(43,859)	5,691	12,883	394,981	169,570	426,286	(256,716)
														3,555		

# Allegiance STEAM Academy Thrive

## Monthly Cash Flow/Forecast FY18-19

Revised 9/23/18

ADA = 449.35



	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Year-End Actuals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(92,793)	(256,317)	(200,509)	683,828	(264,211)	(101,816)	189,736	(238,799)	80,775	(43,859)	5,691	12,863	394,981	169,570		
Cash flows from operating activities	-	23	-	-	-	-	-	-	-	-	-	-	-	23		
Depreciation/Amortization	-	-	(270,443)	7,162	270,443	(172,395)	-	172,395	-	-	-	-	(486,398)	(479,236)		
Public Funding Receivables	-	4,030	-	-	-	-	-	-	-	-	-	-	-	4,030		
Prepaid Expenses	3,683	(14,683)	251,231	(60,798)	(150,703)	-	-	-	-	-	-	-	91,417	170,146		
Accounts Payable	11,502	57,226	(82,243)	-	-	-	-	-	-	-	-	-	-	(131,515)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities	-	(2,746)	-	-	-	-	-	-	-	-	-	-	-	(2,746)		
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities	350,000	200,000	200,000	400,000	-	200,000	200,000	-	-	-	200,000	-	-	1,750,000		
Proceeds from Factoring	19,168	6,843	14,450	(923,481)	-	10,000	(420,000)	-	-	-	(200,000)	-	-	(17,799,020)		
Payments on Factoring	-	-	-	-	150,000	-	-	50,000	-	-	-	-	-	250,000		
Proceeds/(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	291,561	(5,625)	(87,515)	106,712	5,529	(64,211)	(30,264)	(16,405)	80,775	6,141	5,691	(197,137)	-	-		
Cash, Beginning of Month	102,104	393,665	388,040	300,525	407,236	412,765	348,555	318,290	301,886	382,661	388,802	394,493	-	-		
<b>Cash, End of Month</b>	<b>393,665</b>	<b>388,040</b>	<b>300,525</b>	<b>407,236</b>	<b>412,765</b>	<b>348,555</b>	<b>318,290</b>	<b>301,886</b>	<b>382,661</b>	<b>388,802</b>	<b>394,493</b>	<b>197,356</b>	-	-		

# Allegiance STEAM Academy Thrive

## Budget vs. Actual

For the period ended August 31, 2018

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Variance	Total Budget
<b>Revenue</b>							
State Aid-Revenue Limit							
LCFF Revenue	-	-	-	-	-	-	2,943,811
Education Protection Account	-	-	-	-	-	-	91,200
In Lieu of Property Taxes	-	-	-	-	-	-	915,516
<b>Total State Aid-Revenue Limit</b>	-	-	-	-	-	-	<b>3,950,527</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	-	-	-	-	-	-	52,051
Federal Child Nutrition	-	-	-	-	-	-	128,769
Title I, Part A - Basic Low Income	-	-	-	-	-	-	77,976
Title V, Part B - Charter School Grants	-	-	-	-	-	-	450,000
<b>Total Federal Revenue</b>	-	-	-	-	-	-	<b>708,796</b>
<b>Other State Revenue</b>							
State Special Education - AB602	-	-	-	-	-	-	238,207
State - Child Nutrition	-	-	-	-	-	-	11,925
State - State Lottery	-	-	-	-	-	-	88,464
<b>Total Other State Revenue</b>	-	-	-	-	-	-	<b>338,596</b>
<b>Local Revenue</b>							
School Fundraising	660	-	660	660	-	660	-
<b>Total Local Revenue</b>	660	-	660	660	-	660	-
<b>Total Revenue</b>	660	-	660	660	-	660	<b>4,997,919</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	113,895	106,682	(7,214)	113,895	106,682	(7,214)	1,173,500
Certificated Pupil Support Salaries	3,818	14,545	10,727	3,818	14,545	10,727	160,000
Certificated Supervisors' and Administrators' Salaries	19,167	20,417	1,250	38,333	40,833	2,500	245,000
Other Certificated Salaries	2,500	-	(2,500)	5,000	-	(5,000)	-
<b>Total Certificated Salaries</b>	139,380	141,644	2,264	161,047	162,061	1,014	1,578,500
<b>Classified Salaries</b>							
Classified Instructional Salaries	12,738	10,243	(2,494)	12,738	10,243	(2,494)	112,677
Classified Support Salaries	12,107	12,382	274	14,191	19,715	5,524	143,531
Classified Supervisors' and Administrators' Salaries	7,750	11,250	3,500	17,500	22,500	5,000	135,000
Clerical, Technical, and Office Staff Salaries	7,083	9,811	2,727	14,167	16,894	2,727	115,000
Other Classified Salaries	1,260	-	(1,260)	1,560	-	(1,560)	-
<b>Total Classified Salaries</b>	40,938	43,686	2,747	60,155	69,352	9,197	506,208
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	21,776	23,060	1,284	25,303	26,383	1,080	256,980
Public Employees' Retirement System, classified positions	7,712	7,890	179	10,821	12,526	1,705	91,431
OASDI/Medicare/Alternative, certificated positions	2,803	2,709	(95)	3,995	4,300	305	31,385
Medicare certificated positions	2,615	2,687	73	3,207	3,355	148	30,228
Health and Welfare Benefits, certificated positions	-	18,667	18,667	-	37,333	37,333	224,000
State Unemployment Insurance, certificated positions	4,973	980	(3,993)	6,074	1,960	(4,114)	19,600
Workers' Compensation Insurance, certificated positions	3,873	2,595	(1,278)	4,426	3,240	(1,186)	29,186
<b>Total Benefits</b>	43,751	58,587	14,836	53,826	89,098	35,272	682,810
<b>Books &amp; Supplies</b>							

# Allegiance STEAM Academy Thrive

## Budget vs. Actual

For the period ended August 31, 2018

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Variance	Total Budget
Textbooks and Core Curricula Materials	596	28,500	27,904	596	114,000	113,404	114,000
Books and Other Reference Materials	238	5,700	5,462	238	22,800	22,562	22,800
School Supplies	5,802	39,900	34,098	5,802	59,850	54,048	79,800
Special Activities/Field Trips	-	-	-	-	-	-	22,800
Uniforms	853	-	(853)	853	-	(853)	-
Software	1,892	13,680	11,788	4,119	54,720	50,601	54,720
Noncapitalized Equipment	2,260	46,625	44,365	2,260	186,500	184,240	186,500
Food Services	750	12,790	12,040	750	12,790	12,040	140,694
<b>Total Books &amp; Supplies</b>	<b>12,391</b>	<b>147,195</b>	<b>134,804</b>	<b>14,619</b>	<b>450,660</b>	<b>436,042</b>	<b>621,314</b>
<b>Subagreement Services</b>							
Special Education	-	5,709	5,709	-	5,709	5,709	62,800
<b>Total Subagreement Services</b>	<b>-</b>	<b>5,709</b>	<b>5,709</b>	<b>-</b>	<b>5,709</b>	<b>5,709</b>	<b>62,800</b>
<b>Professional &amp; Consulting Services</b>							
IT	467	1,900	1,433	487	3,800	3,313	22,800
Audit and Tax	-	-	-	-	-	-	20,000
Legal	-	4,167	4,167	-	8,333	8,333	50,000
Professional Development	140	-	(140)	140	-	(140)	15,000
General Consulting	-	-	-	-	-	-	5,000
Payroll Service Fee	143	1,083	940	456	2,167	1,711	13,000
Management Fee	260	11,371	11,111	19,002	22,742	3,740	136,453
District Oversight Fee	-	-	-	-	-	-	321,016
County Fees	-	-	-	-	-	-	5,000
SELPA Fees	-	-	-	-	-	-	56,677
<b>Total Professional &amp; Consulting Services</b>	<b>1,010</b>	<b>18,521</b>	<b>17,511</b>	<b>20,085</b>	<b>37,042</b>	<b>16,957</b>	<b>644,946</b>
<b>Facilities, Repairs, &amp; Other Leases</b>							
Additional Rent	-	-	-	290	-	(290)	-
Equipment Leases	-	1,800	1,800	-	3,600	3,600	21,600
Repairs and Maintenance	1,401	2,850	1,449	1,401	5,700	4,299	34,200
<b>Total Facilities, Repairs, &amp; Other Leases</b>	<b>1,401</b>	<b>4,650</b>	<b>3,249</b>	<b>1,691</b>	<b>9,300</b>	<b>7,609</b>	<b>55,800</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel Expense	12	-	(12)	12	-	(12)	5,000
Business Meals	13	417	404	13	833	820	5,000
Dues & Memberships	-	950	950	-	1,900	1,900	11,400
Insurance	5,037	2,500	(2,537)	5,756	5,000	(756)	30,000
Utilities	-	18,548	18,548	-	37,096	37,096	167,352
Janitorial/Trash Removal	-	570	570	-	1,140	1,140	6,840
Office Expense	5,335	2,500	(2,835)	5,675	5,000	(675)	30,000
Postage and Shipping	74	-	(74)	74	-	(74)	14,000
Printing	-	-	-	-	-	-	14,000
Other taxes and fees	383	-	(383)	383	-	(383)	3,500
Bank Charges	93	-	(93)	108	-	(108)	2,000
Public Relations	-	-	-	-	-	-	15,000
Communications	294	2,500	2,206	294	5,000	4,706	30,000
<b>Total Operations &amp; Housekeeping</b>	<b>11,240</b>	<b>27,985</b>	<b>16,745</b>	<b>12,314</b>	<b>55,970</b>	<b>43,655</b>	<b>334,092</b>
<b>Depreciation</b>							
Depreciation Expense	23	-	(23)	23	-	(23)	-
<b>Total Depreciation</b>	<b>23</b>	<b>-</b>	<b>(23)</b>	<b>23</b>	<b>-</b>	<b>(23)</b>	<b>-</b>

**Allegiance STEAM Academy Thrive**

**Budget vs. Actual**

For the period ended August 31, 2018

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Variance	Total Budget
Interest							
Interest Expense	6,843	-	(6,843)	26,011	56,699	30,688	85,163
Total Interest	6,843	-	(6,843)	26,011	56,699	30,688	85,163
Total Expenses	256,977	447,977	191,000	349,770	935,891	586,121	4,571,633
Change in Net Assets	(256,317)	(447,977)	191,660	(349,110)	(935,891)	586,781	426,286
Net Assets, Beginning of Period	(155,787)			(62,995)			
Net Assets, End of Period	<u>\$ (412,105)</u>			<u>\$ (412,105)</u>			

# Allegiance STEAM Academy Thrive

## Statement of Financial Position

August 31, 2018

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
<b>Assets</b>				
<b>Current Assets</b>				
Cash & Cash Equivalents	\$ 388,040	\$ 102,104	\$ 285,936	280%
Public Funding Receivables	7,162	7,162	-	0%
Factored Receivables	(739,031)	-	(739,031)	0%
Prepaid Expenses	11,244	15,274	(4,030)	-26%
Total Current Assets	<u>(332,585)</u>	<u>124,540</u>	<u>(457,125)</u>	<u>-367%</u>
<b>Long Term Assets</b>				
Property & Equipment, Net	2,723	-	2,723	0%
Total Long Term Assets	<u>2,723</u>	<u>-</u>	<u>2,723</u>	<u>0%</u>
Total Assets	<u>\$ (329,862)</u>	<u>\$ 124,540</u>	<u>\$ (454,402)</u>	<u>-365%</u>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ -	\$ 11,000	\$ (11,000)	-100%
Accrued Liabilities	82,243	13,515	68,728	509%
Deferred Revenue	-	163,020	(163,020)	-100%
Total Current Liabilities	<u>82,243</u>	<u>187,535</u>	<u>(105,292)</u>	<u>-56%</u>
Total Liabilities	<u>82,243</u>	<u>187,535</u>	<u>(105,292)</u>	<u>-56%</u>
Total Net Assets	<u>(412,105)</u>	<u>(62,995)</u>	<u>(349,110)</u>	<u>554%</u>
Total Liabilities and Net Assets	<u>\$ (329,862)</u>	<u>\$ 124,540</u>	<u>\$ (454,402)</u>	<u>-365%</u>

Allegiance STEAM Academy - Thrive  
 Accounts Payable Aging

August 31, 2018

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Outstanding Invoices</b>				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



**ALLEGIANCE STEAM ACADEMY  
REGULAR MEETING OF THE BOARD OF DIRECTORS**

**August 23, 2018**

**7:00 pm**

**Meeting Location:**  
*5862 C Street, Chino, CA 91710*

**AGENDA**

**I. Preliminary**

**A. Call to Order**

*The meeting was called to order by Board Chair at 7:01 pm.*

*The Regular Meeting of the Board of Directors of Allegiance STEAM Academy was at 5862 C. Street, Chino, Ca 91710.*

**B. Roll Call**

	<b>Present</b>	<b>Absent</b>
Andrew Vestey, Chairman	X	_____
Vanessa Okamoto, Secretary	X	_____
Melanie Choi, Treasurer	X	_____
Samantha Odo, Member	X	_____

**C. Public Comments- Items not on the Agenda**

*There were no public comments.*

**D. Approval of Agenda for the Regular Board Meeting for August 23, 2018.**

*Motion (Odo), second (Okamoto), motion carried by a vote of 4-0 to approve the Agenda for Regular Board Meeting for August 23, 2018.*



## II. Open Session:

### A. COMMUNICATIONS

#### 1. Comments from Board of Directors

*Sam Odo thanked the staff and all those who volunteered to put together the Meet your Pack day.*

*Melanie Choi agreed and said it was fun to see parents, teachers, students, and friends that they hadn't seen in a long time and thanked everyone for their hard work and all the time that was put into it.*

*Vanessa Okamoto agreed with the other board members said how happy she is to be a part of the community and how all that has happened is a reminder of why they did what they did when deciding to open the school. She's excited for the year, for the school and thinks it will be nothing short of amazing.*

*Andrew Vestey said that this will be their last board meeting before the start of school and it has been an adventure. He said the process has had its ups and down and has been well worth it. He said I was worth bringing back the option of school choice to the community. Mr. Vestey said we were lucky to have the support we did from former Superintendent Wayne Joseph, and CVUSD's board members Sylvia Orozco, James Na, and Andrew Cruz. He said we can't thank them enough for believing that a group of parents with a vision could make their dream come true. Mr. Vestey talked about when he met Dr. Cognetta and when he told him what his vision was for his position and Allegiance. After hearing about Dr. Cognetta's experience and qualifications he knew he would be a great fit for ASA's team. Mr. Vestey also spoke of Dr. Callie Moreno and knew instantly she'd be a great fit after hearing what others had to say about her at her former school. Mr. Vestey spoke of teachers and staff who gave of themselves, some even while working at other places of employment and volunteered their time to help with the school. He thanked Deanna Campagna, Cyndi Valenta, Synthia Calvert, Diana Urbina, Amelia Weinstock, Stacey Lazo, Carmen Lopez, April Harmer, Meredith King Jenelle Dizon, Ron McCorkle, Raina Hodge Royale, and Fox Lehjika. He also thanked all of the other employees who took a risk to make things great. He thanked the Chino Valley community, thanked the parents for all their work and for walking the community*

*spreading the news about our school. He gave a special shout out to Ross Higgins for creating our Website and for rearranging his personal schedule so he can make our website as great as it is. He also specifically thanked each lead petitioner and for all the rotating meetings at the different homes. Mr. Vestey also thanked Melanie Choi for volunteering her time in being part of the board. He wanted to remind the parents that there will be hiccups as we progress and said just because a program was created on paper doesn't mean it will always work out exactly as expected. He asked that all parents to be patient, allow Allegiance to grow and said we're a new school with an awesome staff who he knows will give their all to make sure their children are afforded an awesome experience while receiving a quality education. He said our school leaders have put a great family in place and that we are all a family, a pack.*

## **2. CEO's report**

*Dr. Moreno said she is incredibly humbled to be a part of the team and is grateful that everyone has welcomed her into the community and into their lives and said to see this come to life is surreal. She thanked the board members for getting the school started for her daughter who is so excited to be at Allegiance. She said their team is definitely hard at work. She said Think Tank is phenomenal and have taken everything in stride and are making great effort to be prepared for all of the students.*

*Meredith King said when she came on with the school everything was already running full speed. She said to see the team that Dr. Moreno and Dr. Cognetta have pulled together is astounding. She said that the kids are going to be taken care of. Mrs. King said everyone has been so gracious in welcoming her in.*

*Dr. Cognetta gave kudos to the board members who are easily accessible, approachable, and very clear on our vision, staff can lean on them for leadership and thanked them and said they have been remarkable.*

*Dr. Cognetta said Jim with Charter Impact was there and available to talk about our finances. Dr. Cognetta said due to learning more and more about our students our staffing model has increased. He said we still have a healthy budget even after the changes that have been made.*

*Dr. Cognetta gave an update about facilities and said a lot will be ready by day one and a lot will continue to be done through the school year. Dr. Cognetta said every classroom has internet, air-conditioning, furniture, curriculum, and more importantly the loving teachers.*

*Dr. Cognetta said he couldn't imagine things going any other way and he is happy the way the hiring process went for the first year staff. He said we had a hiccup with the lunch program and that we put an interim program in place until we are able to use our kitchen.*

*Dr. Cognetta gave a lot of recognition to the CVUSD staff on site and said they've been very responsive. He said that the director of Special Education over at CVUSD has been very helpful as well. He said they also got together with CVUSD's HR department as well and it couldn't have gone any more pleasant.*

*Meredith King gave an update on Wells Fargo and said they aren't particularly nimble and that she's been talking to Citizens Bank to see if they can manage our size business more efficiently and give us more attention and she feels that they might be a better fit for us.*

## **B. ITEMS SCHEDULED FOR INFORMATION:**

- 1. Resignation of Raquel Rall as a member of the Board of Directors**
- 2. July 2018 Financial Presentation**

*Jim with Charter Impact gave a presentation via speaker phone on the July 2018 Financial Presentation.*

## **C. ITEMS SCHEDULED FOR CONSENT:**

- 1. Minutes for the Special Meeting of the Board of Directors August 3, 2018**
- 2. Minutes for the Special Meeting of the Board of Directors August 5, 2018**
- 3. Check register for month of July 2018**

*Motion (Odo), second (Okamoto), motion carried by a vote of 4-0 to approve the Items Scheduled for Consent for Regular Board Meeting for August 23, 2018.*

## **D. ITEMS SCHEDULED FOR DISCUSSION/ACTION:**

**1. Factoring Agreement with Charter Asset Management for August 24, 2018**

*Dr. Cогnetta and the Board discussed the agreement, asked and answered questions.*

*Motion (Okamoto), second (Odo), motion carried by a vote of 4-0 to approve the Factoring Agreement with Charter Asset Management for August 24, 2018.*

**2. Factoring Agreement with Charter Asset Management for September 14, 2018**

*Motion (Odo), second (Vestey), motion carried by a vote of 4-0 to approve and agree to the Factoring Agreement with Charter Asset Management for September 14, 2018.*

**3. Allegiance STEAM Academy Board Resolution of Charter School Revolving Loan Fund Program Applicant's Governing Board to Approve the Execution of the Loan Agreement with The California School Finance Authority**

*Motion (Odo), second (Okamoto), motion carried by a vote of 4-0 to adopt ASA's Board Resolution of Charter School Revolving Loan Fund Program Applicant's Governing Board to Approve the Execution of the Loan Agreement with the California School Finance Authority.*

**4. Governance Committee: Board Member Recruitment and Selection Process**

*Motion (Okamoto), second (Choi), motion carried by a vote of 4-0 for The Allegiance STEAM Academy Board of Directors nominate Andrew Vestey and Sam Odo to serve on the Governance Committee.*

## **E. ADJOURNMENT**

*Motion (Vestey), second (Choi), motion carried 4-0 to adjourn the meeting*

Andrew Vestey, Board Chair, adjourned the Regular Meeting of Board of Directors for August 23, 2018 at 7:55 pm.

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Andrew Vestey, Board Chair

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Vanessa Okamoto, Board Secretary



**ALLEGIANCE STEAM ACADEMY  
SPECIAL MEETING OF THE BOARD OF DIRECTORS**

**August 23, 2018**

**8:00 pm**

**Meeting Location:**  
*5862 C Street, Chino, CA 91710*

**I. Preliminary**

**A. Call to Order**

*The meeting was called to order by Board Chair at 8:00 pm.*

*The Special Meeting of the Board of Directors of Allegiance STEAM Academy was at 5862 C. Street, Chino, Ca 91710.*

<b>B. Roll Call</b>	<b>Present</b>	<b>Absent</b>
Andrew Vestey, Chairman	X	_____
Vanessa Okamoto, Secretary	X	_____
Melanie Choi, Treasurer	X	_____
Samantha Odo, Member	X	_____

**C. Public Comments- Items not on the Agenda**

*There were no public comments.*

**D. Approval of Agenda for the Special Board Meeting for August 23, 2018.**

*Motion (Choi), second (Okamoto), motion carried by a vote of 4-0 to approve the Agenda for Special Board Meeting for August 23, 2018.*

## II. Open Session:

### A. ITEMS SCHEDULED FOR DISCUSSION/ACTION:

#### 1. Volunteer Policy

*Board Members asked Dr. Cagnetta questions and the policy was discussed.*

*Motion (Odo), second (Okamoto), motion carried by a vote of 4-0 to approve the ASA Volunteer Policy.*

#### 2. Attendance Policy

*Board Members asked Dr. Cagnetta questions and the policy was discussed.*

*Motion (Vestey), second (Okamoto), motion carried by a vote of 4-0 to approve ASA Attendance Policy.*

### D. ADJOURNMENT

*Motion (Odo), second (Choi), motion carried 4-0 to adjourn the Special Board Meeting for August 23, 2018 at 8:13 pm.*

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Andrew Vestey, Board Chair

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Vanessa Okamoto, Board Secretary

# Allegiance STEAM Academy - Thrive

## Check Register

For the Period Ended August 31, 2018

Check Number	Vendor Name	Check Date	Check Amount
<b>Checking acct x9591</b>			
10014	Charter Impact	8/1/2018	\$ 9,683.25
10015	Sebastian Cогnetta, Ed.D.	8/1/2018	5,000.00
10016	Confidential	8/9/2018	Void
10017	Confidential	8/9/2018	237.04
10018	Charter Impact	8/16/2018	Void
10019	Confidential	8/16/2018	Void
10020	Confidential	8/16/2018	213.73
10021	SchoolMint Inc	8/16/2018	3,500.00
10022	Charter Impact	8/21/2018	143.25
10023	Confidential	8/21/2018	499.99
10024	Charter Impact	8/23/2018	260.00
10025	Confidential	8/23/2018	107.00
10026	Heinemann	8/23/2018	7,162.06
10027	M & M Sports	8/23/2018	770.14
10028	Confidential	8/30/2018	163.83
10029	Confidential	8/30/2018	428.57
10030	Confidential	8/30/2018	252.91
10031	Chino Valley USD	8/30/2018	293.60
10032	Confidential	8/30/2018	23.00
10033	Confidential	8/30/2018	15.00
10034	Jackson Piano Services	8/30/2018	950.00
10035	Confidential	8/30/2018	239.18
10036	Confidential	8/30/2018	600.00
10037	M & M Sports	8/30/2018	82.97
10038	Confidential	8/30/2018	529.34
10039	Confidential	8/30/2018	424.93
10040	Sara Stallings	8/30/2018	23.00
10041	Confidential	8/30/2018	565.33
ACH	CharterSafe	8/1/2018	5,091.00
ACH	Whole Foods	8/1/2018	4.69
ACH	United State Post Service	8/2/2018	41.00
ACH	Starbucks	8/3/2018	33.90
ACH	Square Inc	8/7/2018	0.01
ACH	Sam's Club	8/8/2018	1,369.50
ACH	cash withdraw	8/8/2018	200.00
ACH	Amazon.com	8/9/2018	307.60
ACH	Amazon.com	8/10/2018	113.90
ACH	Internal Revenue Services	8/13/2018	388.37
ACH	Employment Development Department	8/13/2018	95.20
ACH	Employment Development Department	8/13/2018	64.47
ACH	The Home Depot	8/13/2018	180.54
ACH	Best Buy	8/13/2018	320.33
ACH	Best Buy	8/13/2018	165.54
ACH	Amazon.com	8/13/2018	293.79
ACH	Gopher Sport	8/13/2018	1,177.96
ACH	Amazon.com	8/13/2018	89.81

ACH	Amazon.com	8/13/2018	11.36
ACH	Amazon.com	8/13/2018	12.13
ACH	Staples	8/15/2018	186.86
ACH	Staples	8/16/2018	96.40
ACH	Wells Fargo Bank	8/16/2018	31.00
ACH	Amazon.com	8/17/2018	6.18
ACH	Amazon.com	8/17/2018	31.30
ACH	Amazon.com	8/17/2018	530.72
ACH	Office Depot	8/17/2018	161.57
ACH	Square Inc	8/20/2018	0.01
ACH	Amazon.com	8/20/2018	440.70
ACH	LD Products	8/20/2018	192.26
ACH	Amazon.com	8/20/2018	14.96
ACH	Amazon.com	8/20/2018	20.10
ACH	The Home Depot	8/20/2018	161.41
ACH	The Home Depot	8/20/2018	53.98
ACH	The Home Depot	8/20/2018	21.38
ACH	TIME Education	8/21/2018	158.40
ACH	Rubber Stamp Champ	8/21/2018	51.69
ACH	Amazon.com	8/21/2018	6.19
ACH	Arduino Store	8/22/2018	351.60
ACH	Arduino Store	8/22/2018	95.62
ACH	Amazon.com	8/22/2018	26.87
ACH	Amazon.com	8/22/2018	244.13
ACH	LEARN365	8/22/2018	253.93
ACH	Media Temple	8/22/2018	20.00
ACH	Amazon.com	8/22/2018	219.00
ACH	Amazon.com	8/23/2018	16.96
ACH	Amazon.com	8/23/2018	448.39
ACH	Amazon.com	8/22/2018	27.79
ACH	Makerbot.com	8/23/2018	2,745.74
ACH	Amazon.com	8/23/2018	411.82
ACH	Amazon.com	8/23/2018	15.81
ACH	Amazon.com	8/23/2018	19.16
ACH	Amazon.com	8/23/2018	22.50
ACH	Winco Foods	8/24/2018	60.92
ACH	Amazon.com	8/24/2018	228.41
ACH	Amazon.com	8/24/2018	12.92
ACH	Super Duper Publications	8/23/2018	79.90
ACH	Amazon.com	8/24/2018	288.69
ACH	Amazon.com	8/25/2018	37.49
ACH	Amazon.com	8/24/2018	75.45
ACH	Amazon.com	8/24/2018	28.16
ACH	Amazon.com	8/24/2018	43.00
ACH	Amazon.com	8/24/2018	73.37
ACH	Amazon.com	8/24/2018	20.91
ACH	Amazon.com	8/24/2018	23.51
ACH	Office Depot	8/24/2018	377.11
ACH	Wells Fargo Bank	8/24/2018	15.00
ACH	Internal Revenue Services	8/27/2018	21,589.11
ACH	Employment Development Department	8/27/2018	6,790.18
ACH	Employment Development Department	8/27/2018	3,895.72
ACH	Smart & Final	8/27/2018	68.54
ACH	The Home Depot	8/27/2018	33.26
ACH	Amazon.com	8/27/2018	217.98

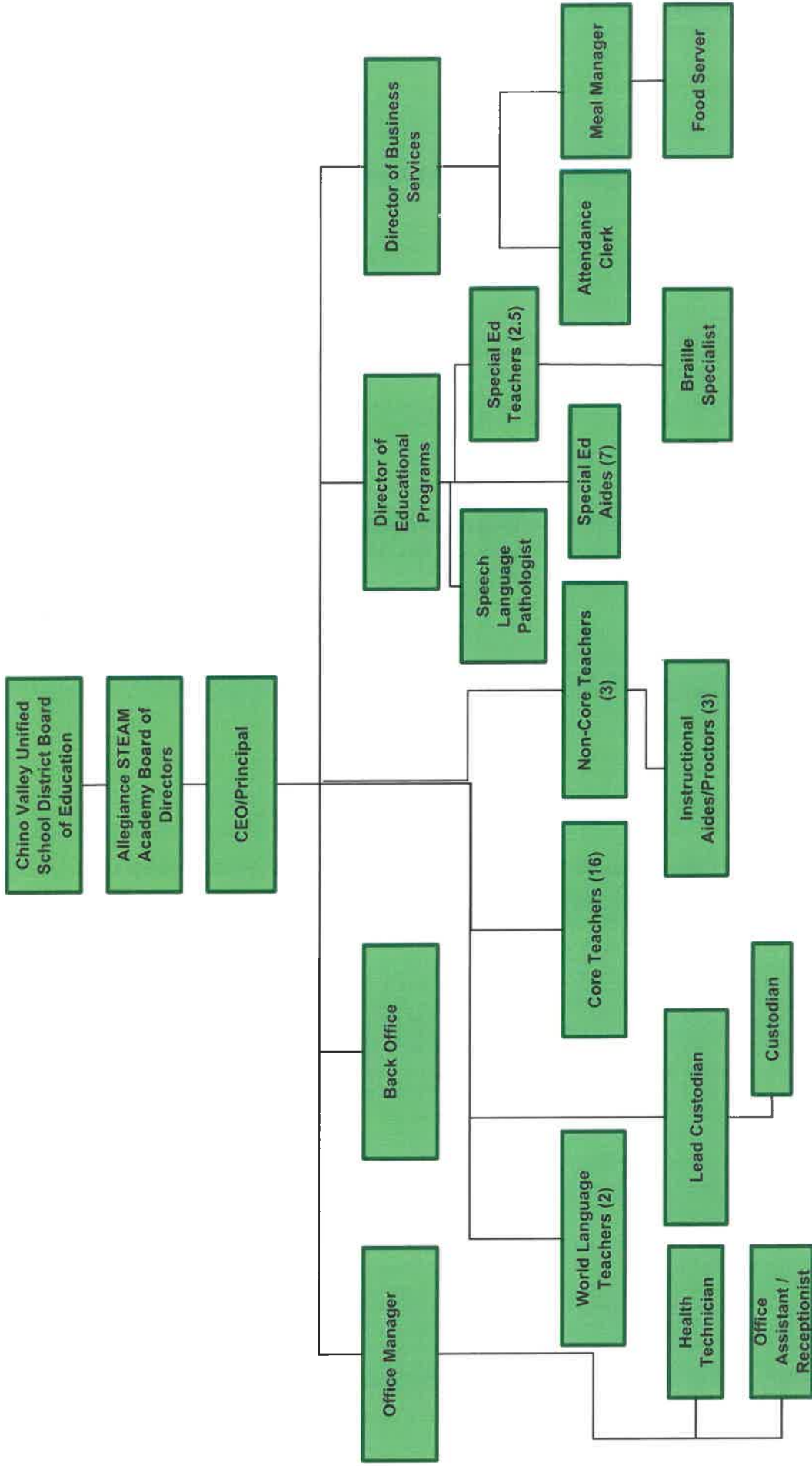


ACH	Amazon.com	8/27/2018	6.99
ACH	Amazon.com	8/27/2018	163.78
ACH	Classtime	8/27/2018	1,680.00
ACH	Amazon.com	8/27/2018	48.98
ACH	Amazon.com	8/27/2018	5.92
ACH	Internal Revenue Services	8/28/2018	1,441.72
ACH	Employment Development Department	8/28/2018	746.49
ACH	Employment Development Department	8/28/2018	411.09
ACH	Big 5 Sporting Goods	8/28/2018	48.39
ACH	Big 5 Sporting Goods	8/28/2018	108.36
ACH	Oregon University	8/28/2018	39.99
ACH	Amazon.com	8/28/2018	5.98
ACH	Amazon.com	8/29/2018	75.38
ACH	PRO ED INC	8/29/2018	596.20
ACH	Wells Fargo Bank	8/30/2018	20.00
ACH	Wells Fargo Bank	8/30/2018	12.00
ACH	Wells Fargo Bank	8/31/2018	14.50
ACH	Amazon.com	8/31/2018	<u>53.90</u>

**Total Payments Issued in August** \$ 88,647.95



# ASA THRIVE ORGANIZATIONAL CHART





**ALLEGIANCE STEAM ACADEMY  
Governing Board Resolution**

**RESOLUTION OF ALLEGIANCE STEAM ACADEMY APPROVING THE ESTABLISHMENT OF  
DEPOSIT ACCOUNTS AT CITIZENS BUSINESS BANK**

WHEREAS, the ALLEGIANCE STEAM ACADEMY will need funds to operating and working capital needs,  
and

WHEREAS, the ALLEGIANCE STEAM ACADEMY governing board is interested in establishing a banking  
relationship with Citizens Business Bank;

NOW, THEREFORE BE IT RESOLVED that the ALLEGIANCE STEAM ACADEMY governing board  
hereby approves the establishment of deposit accounts with Citizens Business Bank and approves the following  
individuals to be signers on the accounts:

- Andrew Vestey, Chair
- Hyo (Melanie) Choi, Treasurer
- Sebastian Cognetta, CEO
- Meredith King, Director of Business Services

PASSED AND ADOPTED by the ALLEGIANCE STEAM ACADEMY governing board at a meeting held on  
September 27, 2018.

Vanessa Okamoto, **Secretary**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# thousand pines

## outdoor educators

Allegiance STEAM Academy  
5862 C Street  
Chino, CA 91710  
714.305.5705

August 22, 2018

Original

Attendance Dates  
1/22/2019 - 1/25/2019

We, Allegiance STEAM Academy do agree to use Thousand Pines Outdoor Educators, LLC at the facilities of Thousand Pines Conference Center from 1/22/2019 to 1/25/2019, and agree to the following:

### A. ATTENDANCE

We guarantee a minimum total number of **57** students in full time attendance, with a maximum attendance of **63** students, and an estimated actual attendance of **60**. Any number of students above the guaranteed number will be accommodated based on availability. We will notify Thousand Pines Outdoor Educators, LLC of the actual number of students (# of boys and # of girls) to attend at least two weeks before arrival.

Initials

### B. FEES

Each student will be charged at the rate of \$253.00 for the above dates. Registration fees for early departures, are non-refundable.

This rate will include:

- 3 nights lodging, arriving at 10:30 AM and departing at 10:00 AM
- 9 meals, starting with Tuesday Lunch and ending after Friday Breakfast.
- We will do our best to ensure the following ratio: A qualified program instructor to fourteen students to guide students through our program elements.

Initials

We agree to pay a minimum guarantee of **\$14,421.00** for a minimum of **57** full-time guests. A non-refundable deposit of **\$1,442.10** (10% of estimated student registration fees) is due no later than **Monday, October 1, 2018**, along with the signed contract. Dates will not be confirmed/secured until both the contract and deposit are received. You will receive a final invoice reflecting your balance two weeks prior to your arrival. All fees are due and payable before leaving camp. Any additional fees accrued due to increase in attendance, damages, etc. will be charged on an additional invoice submitted to the school upon departure.

Thousand Pines Outdoor Science School requires every person attending a retreat to complete an online registration, medical history, and activity release form. This will be the only registration form accepted by Thousand Pines. There is a \$2.50 processing fee, which will be billed to Allegiance STEAM Academy, and added to the invoice. Including this processing fee, the minimum amount due will be **\$14,568.50**

Initials

### C. CANCELLATION & REBOOKING

Should your School/District cancel its reservation 180 days (6 months) in advance, all monies but the deposit amount will be refunded. Fewer than 180 days (6 months), the School/District is obligated to meet the full financial requirements of this contract. Should the School/District desire to change its reservation dates, the school shall be assessed no additional fees or penalties if it contracts for a date within the same fiscal year. If the re-booking date falls in the subsequent fiscal year, the full, contracted fees due shall be paid by the end of the originally contracted fiscal year. The School/District may decrease its guaranteed minimum by no more than 20% without restrictions until 90 days before the program date. If the school needs to decrease its guaranteed numbers and their beginning fiscal year is within the 90 day (3 month) period of their program date, the school has 30 days from the beginning of schools fiscal year to decrease its numbers by 20% without penalty. Requests to increase student registration will be based upon availability and is subject to approval by Thousand Pines Outdoor Educators. In the event that a reservation is canceled by Thousand Pines Outdoor Schools due to uncontrollable acts of nature, neither the School/District nor Thousand Pines Outdoor Educators will be held responsible or penalized in any way. All monies except the deposit will be refunded to the School/District. The non-refundable School/District deposit will be applied to a rebooking.

Initials

### D. HOLD HARMLESS

The School and/or District shall hold harmless, defend and indemnify Thousand Pines Outdoor Educators, its officers, agents and employees from any and all claims for damages resulting from the acts or omissions of the School District, its officers, agents, employees and pupils with the respect to the Thousand Pines Outdoor Science School Program. Thousand Pines Outdoor Educators shall hold harmless, defend, and indemnify the School/District, its officers, agents, and employees from any and all claims for damages resulting from the acts or omissions of Thousand Pines Outdoor Educators, its officers, agents, and employees with respect to the Thousand Pines Outdoor Program. Thousand Pines has performed background checks and fingerprinting of their staff members.

Initials

## E. REGULATIONS

We agree to comply with the following Thousand Pines Outdoor School's policies:

1. The School shall provide, two weeks prior to arrival, the School Arrival Details, Cabin Grouping Form and Student Care Worksheet. We also request all schools to submit an Endorsed Liability Insurance certificate naming Thousand Pines Outdoor Educators as an *additional insured*.
2. The School shall administrate the online registration, medical history, and activity release form provided by Thousand Pines Outdoor School to be completed by each person attending the camp before the arrival date.
3. All medications (prescription and non-prescription) shall be collected by the School from the students and submitted to the Thousand Pines Health Specialist upon arrival to Thousand Pines.
4. Prior to students boarding buses or travel vehicles, all students need to have their temperature checked. Any student whose temperature is 100 or above will need to stay at school until temperature is normal and all symptoms of illness are gone.
5. The School/District shall retain responsibility for its students from the time of departure from home ~~state~~ to the time of return to the home school.
6. The School/District shall provide certified employees to participate and take an active role in the program and supervision of students and must remain on camp premises throughout the program.
7. Minimum of 2 teachers/school staff.
8. Teachers will be required to supervise all sick students until they are sent home or they are feeling better.
9. All Schools are required to bring a transport vehicle to Thousand Pines. Transportation would be used to transport non-life threatening emergencies to urgent care.
10. Students' medical prescriptions will be handled by the Thousand Pines Health Specialist; the T.P.O.S.S staff will have the primary responsibility in first aid situations. The Leadership staff will remain in communication with school staff regarding status and disposition of any accident/illness.
11. School staff and Thousand Pines staff are to work cooperatively involving students in activities that promote appropriate environmental ethics and social behavior. The Thousand Pines Outdoor Educator Leadership shall be involved in the final determination regarding any student's behavioral infractions.
12. FIREARMS, WEAPONS, B-BGUNS, ARCHERY EQUIPMENT shall not be brought to Thousand Pines.
13. ALCOHOLIC BEVERAGES, TOBACCO AND ILLEGAL DRUGS will not be permitted at any time on the Thousand Pines property.
14. PETS are not permitted at the outdoor science school.

Authorized School Signature \_\_\_\_\_ Date \_\_\_\_\_

Typed or Printed Name: \_\_\_\_\_ Title/Position \_\_\_\_\_

Thousand Pines Signature \_\_\_\_\_ Date \_\_\_\_\_

Thousand Pines reserves the right to change program schedules for schools who have not secured their program dates with a signed contract and full deposit by the contract due date.

Thousand Pines Outdoor Science School- 359 Thousand Pines Rd. - PO Box 3288 Crestline, CA. 92325  
909-338-8900 phone - 909-338-3511 fax - info@thousandpinesoutdoored.com - www.thousandpinesoutdoored.com

# Allegiance Steam Academy at CIMI Cherry Cove

Monday, Feb 25, 2019 to Wednesday, Feb 27, 2019

**Invoice: 400-22412**

**Return signed contract & deposit by 10/12/2018**

**Guided Discoveries, Inc.**

**27282 Calle Arroyo**

**San Juan Capistrano, CA 92675**

**(909) 625-6194**

## Group Attending

Allegiance Steam Academy  
5862 C Street  
Chino, CA 91710  
Attention: Stacey Lazo

**Primary Contact: Stacey Lazo**  
Work Phone: 7143055705  
Email: stacey.lazo@asathrive.org

Luggage Color: Dark Green

## Trip Logistics

**Arrival Date: 2/25/2019**

**Departure Date: 2/27/2019**

**FULL DEPOSIT PAYMENT OF \$2,560.00 IS DUE 10/13/2018**

**Adjustment Date (90 Days Prior): 11/27/2018**

Please arrive no later than 8:30 AM for check-in at:

Catalina Classic Cruises  
1046 Queens Highway  
Long Beach, CA 90802

The boat is scheduled to leave promptly at 9:30 AM. Boats return to the above address in Long Beach between 2:30-3:30 PM on Sundays, between 3:00-4:00 PM on Wednesdays and between 2:30-3:30 PM on Fridays. We do our utmost to adhere to the boat schedule, but it is subject to change due to weather and sea conditions and other factors beyond our control. Please bring a sack lunch for each participant on arrival day. We require that you bring one adult for each group of 16 students. Those adults are charged half tuition. Additional approved adults are charged full tuition.

## Tuition Fee Structure

	Amount	Tuition	Total
Total Reserved Students	60	\$270.00	\$16,200.00
Total Reserved 1/2 Tuition Adults	3	\$135.00	\$405.00
Total Reserved Full Tuition Adults	1	\$270.00	\$270.00
	64		\$16,875.00

The deposit fee for each participant is \$40.00 per person which is non-refundable.

**Total deposit due: \$2,560.00**

**Total due at camp: \$14,315.00**

## Acceptance

I have read both pages of this contract and understand and agree to all the terms and conditions set forth herein. I certify that I am authorized to enter into this contract on behalf of the group. Please return the signed contract, along with one check for the full deposit amount, at the address and by the date at the top of this page. A copy of this contract is as valid as the original.

Signature of Authorized Agent

Date



8/23/2018

Guided Discoveries

Date

# Allegiance Steam Academy at CIMI Cherry Cove

Monday, Feb 25, 2019 to Wednesday, Feb 27, 2019

## Terms and Conditions

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1. Guided Discoveries' Executive Director or designee shall have final authority in all matters concerning the safety and well-being of participants, the facility and the programs of Guided Discoveries, Inc.
2. The group agrees to follow directions of Guided Discoveries staff, to maintain a clean facility and to pay for any damage to property or equipment owned or operated by Guided Discoveries, beyond normal wear and tear.
3. Students are prohibited from smoking while on Guided Discoveries property. Smoking by chaperones is permitted only in designated areas. Alcoholic beverages, illegal drugs, firearms, knives, explosives and weapons of any kind are strictly prohibited. Anyone found with any of these items will be dismissed from the program without refund with transportation the responsibility of the offender, the offender's parent or the group. Pets and animals may not be brought to the facility.
4. Transportation between the mainland and Toyon Bay, Fox Landing and Two Harbors is provided by Catalina Classic Cruises, a third party. If the transportation carrier increases rates, the group will be responsible for the increased cost. Special transportation arrangements may result in additional charges.
5. In the event of cancellation due to fire, rain, flood, riot or other condition or act beyond our control, Guided Discoveries will attempt to reschedule the group. If Guided Discoveries is unable to reschedule the group, half the deposit will be refunded.
6. Groups are generally given the opportunity to rebook equivalent dates the following year, but the rebooking option cannot be guaranteed.
7. If the group is co-ed, adults of each gender must accompany the group.
8. Minimum group size is 16 students.
9. A \$30 fee will be assessed on all returned checks.
10. This contract may not be assigned or transferred.

## Cancellations

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More than ninety (90) calendar days in advance of arrival, the group size may be adjusted downward by any amount without penalty. Within ninety (90) calendar days of arrival, the group size may be adjusted downward by up to 5% without penalty. **Downward adjustment in group size of more than 5% within ninety (90) calendar days of arrival will result in the loss of a portion of your deposit. If cancelling your reservation within ninety (90) calendar days, you will forfeit your entire deposit.** We will do our utmost to accommodate increased numbers, but group size may not be adjusted upward without approval from Guided Discoveries. Guided Discoveries cannot guarantee availability beyond your contracted number of participants. All cancellations or requests for adjustments in the number of participants, upward or downward, must be made in writing (fax to 909.625.7305 or email to schools@gdi.org). You may also call 909.625.6194, but please note that changes are not considered valid until confirmed by the Reservations Coordinator or Director of School Services in writing. **Your deposit must be paid in full by the date indicated, or your contract will be subject to cancellation.** Any cancellation fees imposed by transportation carriers contracted directly by the group, such as bus and airline, will be the responsibility of the group.



Allegiance STEAM Academy - Thrive

Student - Family Handbook

2018-2019



## Table of Contents

<b>Mission and Vision</b>	<b>3</b>
<b>Core Values</b>	<b>3</b>
<b>Wolves Ways</b>	<b>4</b>
<b>Homework</b>	<b>4</b>
<b>Grading and Report Cards</b>	<b>4</b>
<b>Attendance Policy</b>	<b>6</b>
<b>2018-19 School Calendar</b>	<b>7</b>
<b>Bell Schedule</b>	<b>8</b>
<b>Drop off and Pick Up</b>	<b>8</b>
<b>Student Cell Phone / Electronics</b>	<b>8</b>
<b>Technology Acceptable Use Policy for ASA Thrive Students</b>	<b>9</b>
<b>English Language Learners</b>	<b>12</b>
<b>Health Services</b>	<b>13</b>
<b>Medication</b>	<b>13</b>
<b>Office Telephone</b>	<b>13</b>
<b>School:Home Communication</b>	<b>13</b>
<b>Positive Behavior Support</b>	<b>14</b>
<b>Dress Code</b>	<b>14</b>
<b>Internal Dispute Resolution Policy</b>	<b>17</b>
<b>2018-19 Student / Family Handbook Acknowledgement</b>	<b>19</b>

## Mission and Vision

The mission of ASA Thrive is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Allegiance students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. ASA Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, ASA Thrive will be a change agent in the community.

## Core Values

ASA Thrive will fulfill this mission and vision by utilizing our core values:

1. Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.
2. College and Career Readiness for All Students – All students, including students from historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college and career choices.
3. Parents as Partners – Parents are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. They must understand what it will take to prepare their children for college and career choices, and they must support the goals of the school through their voice and through volunteering. ASA Thrive must create a welcoming atmosphere of inclusiveness for all families.
4. Data Driven Decisions – All decisions should be made after thorough data analysis (both quantitative and qualitative). In order for our students to be prepared for success, ASA Thrive must relentlessly pursue excellence in all data points.
5. Community Service – The school must be an extension of the community. It is our responsibility to provide opportunities for students and families to participate in community service projects and understand their role in the local and global communities. Our intent is to foster students’ civic responsibility through community service projects and the connection of curricular concepts with service-centered activities.
6. Character Development – For students to fully realize their true potential, we must focus on developing character traits (including grit, respect, leadership, and love) that allow ASA Thrive students to embody and demonstrate our mission and vision. We will

develop shared language and expectations that allow for all stakeholders to support the growth of our students.

## Wolves Ways

The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the following “Wolves Ways” will be taught and reinforced with students and staff:

- Trust your instincts
- Keep your den clean
- Stay on track
- Howl with your friends
- Be a leader

## Homework

ASA Thrive recognizes that homework contributes toward building self-motivated, competent, and lifelong learners. Homework completion directly influences student mastery of standards as well as reinforcement of learning objectives and study skills.

ASA Thrive stakeholders will view homework as a routine and important part of students’ daily lives. Homework is a teacher-planned assignment that will reinforce classroom learning, develop skills, expand on students’ school experience, and encourage family participation.

We believe that independent reading significantly influences reading performance. A study examining the relationship between children's out-of-school activities and their reading achievement found that the number of minutes spent in out-of-school reading, even if it was a small amount, correlated positively with reading achievement. The more students read outside of school, the higher they scored on reading achievement tests. The researchers conclude that, “Among all the ways children spent their time, reading books was the best predictor of measures of reading achievement, reading comprehension, vocabulary, and reading speed, including gains in reading comprehension between second and fifth grade.”

Therefore, it is highly suggested that kindergarten through third grade students read at least 15 minutes every day, students in grades four through six read 20 minutes, and students in grades seven and eight grade read at least 30 minutes, in addition to the regularly assigned homework.

## Grading and Report Cards

ASA Thrive will employ Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a

standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own style.

By using a standards-based grade book system, teachers will track student proficiency progress and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports every 6 weeks based on proficiency of grade level standards. **Hard copies of report cards will be sent home by hand with students at the end of each trimester. To receive your child's report card by mail, please contact the front office.** The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards exceeding, meeting, nearly meeting, or not meeting state standards. Formative and summative tests, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing not meeting state standards will be invited to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

Students in all grade levels will receive letter grades to track their performance:

- A Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards
- B Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

## Attendance Policy

Allegiance STEAM Academy (ASA)-Thrive recognizes regular school attendance is essential for academic success. ASA Thrive is required to maintain and report daily attendance for all students. These reports, or the school's Average Daily Attendance (ADA) form the basis for the majority of our public funding. As used in Education Code Section 47612, "attendance" means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school is taught.

ASA Thrive has set a goal for 98% average daily attendance. ASA Thrive staff asks that you please make every effort to have your student on time and in school each day. Please schedule vacations and doctor visits on minimum days, school breaks, and after school as much as possible. Obviously we understand things happen that are out of your control, for example an unexpected illness or family emergency, etc. Please notify the office staff as soon as possible in such cases.

### Absences

If your student is going to be absent for any reason from school, please notify the office by 9:00 AM through email at [attendance@asathrive.org](mailto:attendance@asathrive.org) or call (909) 465-5405. Office staff would prefer an email regarding the absence, to help with call volume in the morning. You may choose to include your child's teachers in your email, but it is not necessary.

California Education Code Sections 46010 and 48205 identify the acceptable reasons for "excused" absences as follows:

- Illness
- Medical or dental appointments
- Funerals in the family (1 day if in California, 3 days if outside California)
- Religious holidays
- The quarantine of the family by health officials, and
- Necessary court appearances

As a matter of law, all other absences are considered "unexcused".

If you do not report your child's absence on the day(s) he/she is absent, the school will make an attempt to contact the Parent/Guardian, once a day for three days. After the third day, if we have not heard from you the absence will be marked as "unexcused."

### Tardies

Please plan to give yourself plenty of time to drop off before gates close promptly at 7:58 a.m. Classes start promptly at 8:00 a.m. Students who arrive after school starts MUST check in at the front office. A parent or an adult, must sign them in and students will need to take a tardy slip to their classroom.

### **Truancy**

California Education Code §48260 states: A pupil subject to compulsory full-time education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof shall be classified as a truant and shall report to the CEO/Principal or designee.

### **Early Release**

Please do not call the office if you will be signing your student out early. We will not call your student out of class until you arrive to the office and sign your student out. Please give yourself plenty of time in order to allow for the office to locate your student and give your student time to gather their belongings. Any adult picking up a child who is not the child's parent or guardian must be listed on the child's Emergency Card. We will require ID to be presented to Office Staff prior to your child being released.

### **Independent Study**

If your student is going to be absent for one or more days, for any reason, please let the office know as soon as possible and we can place your student on Short-Term Independent Study (IS). Short-Term IS agreements are agreed upon by the student, parent, and teacher. The teacher will create a detailed list of the assignments the student will complete in a timely manner and submit to the teacher for school attendance. A student may use an IS agreement for a duration of more than five and up to 20 days once in an academic school year.

## **2018-19 School Calendar**

### **Important Dates**

August 23	Meet Your Wolfpack - Come have a howling good time, see your new den, and meet the leader of your pack (also known as your teacher)
August 27	First Day of School
September 6	Back to School Night
October 8-10	Minimum Days: Student, Guardian, Teacher Triad Meetings: Students, teachers and parent/guardians come together to review current levels and discuss appropriate goals for the new year
October 11-12	Student-free Days: Student, Guardian, Teacher Triad Meetings
November 1	In-Service Day (no school for students)
November 19-23	Fall Break
December 20 - January 4	Winter Break
January 23-25	Minimum Days: Student-led Conferences - Students take the lead to showcase their learning
February 15	In-Service Day (no school for students)

March 25-29	Spring Break
June 5-7	Minimum Days: Student-led Conferences
June 13	Last Day of School
June 14	In-Service Day (no school for students)

## Bell Schedule

### Monday - Thursday

Start of School: 8:00 am  
 Kindergarten Release: 12:15 pm  
 1st-6th Grades Release: 2:50 pm  
 7th-8th Grades Release: 3:00 pm

### Friday & Minimum Days

Start of School: 8:00 am  
 Kindergarten Release: 12:15 pm  
 1st-6th Grades Release: 12:20 pm  
 7th-8th Grades Release: 12:30 pm

## Drop off and Pick Up

Your patience and understanding as drop off and pick up get refined for efficiency and, most importantly, safety are greatly appreciated.

### Kindergarten

Drop off: Students must be walked to the gate by the front office and the person walking him/her must stay at gate until a teacher is present.  
 Pick up: Parent/guardian must walk to the gate by the front office and pick student up there.

### Grades 1 to 4

Students are to be dropped off and picked up at the drop off/pick up area off of Oaks Ave. If you have students in other grade levels they may be dropped off at the same location.

### Grades 5 to 8

Students are to be dropped off and picked up from C Street.

## Student Cell Phone / Electronics

All cell phones and other electronic devices are to be turned off and placed in backpacks or designated classroom storage once students arrive on campus. Cell phones are not to be taken out of backpacks until school is dismissed. There is to be no text messaging during class time, recess, lunch and/or on campus.

No student shall use an electronic device with camera, video or voice recording function in a way or under circumstances which infringe the privacy rights of other students. Confiscated electronic devices shall be stored by school employees in a secure manner. Students are responsible for personal electronic devices they bring to school. The school shall not be

responsible for loss, theft or destruction of any such device brought onto school property, except that it shall be the responsibility of the school to ensure the safekeeping of any confiscated devices.

If a student is caught using a cell phone or other electronic device during school hours, the following procedures will follow:

**First Offense:** Student is reminded of school policy and warned of consequences.

**Second Offense:** Item is confiscated, parent notified, and item given to Administration. Student may pick the item up at the end of the school day.

**Third Offense:** Item confiscated and parent notified. Parent must pick up the item.

**More than Three Offenses:** Item confiscated and parent notified. Parent conference will be held to determine other means of correction.

ASA is not responsible for lost, damaged, or stolen cell phones and/or electronic devices that are brought to school, nor are we responsible for the inappropriate use of these devices outside school hours.

## Technology Acceptable Use Policy for ASA Thrive Students

### Introduction and Purpose

The Allegiance STEAM Academy (ASA) community is encouraged to make innovative and creative use of information technologies in support of education and research. Use of the ASA network is a privilege and is intended only for purposes consistent with ASA educational business and curricular objectives. The purpose of this policy is to ensure appropriate, responsible, ethical and legal use of technology within the ASA community. This policy is designed to guide faculty, staff, students and guests in the acceptable use of the ASA network and technology systems. This policy is an extension of ASA Student Handbook Policies and Personnel Policies.

Students and employees are responsible for appropriate use of the ASA network. Inappropriate use may result in the cancellation of user privileges, disciplinary and/or legal action. Activities that violate state, local or federal law may be subject to prosecution. All users are bound by future updates.

### Definitions

Technology is defined as "the body of tools, machines, materials, techniques, and processes used to produce goods and services and satisfy human needs." (World Book Online Dictionary) ASA network includes the computers, terminals, printers, networks, and related equipment, as well as data files or documents residing on disk, tape, or other media, which are owned, managed, or maintained by Technology Services and/or staff. Privately owned equipment, such as laptops, PDA's and home computers are considered ASA network if attached directly or remotely to the ASA network and/or are used to access the network.



A User is any person, whether authorized or not, who makes any use of any ASA network from any location.

### **ASA Network Use**

Use of ASA network is restricted to authorized ASA faculty, staff, students and guests. ASA network may be used only for their intended authorized purposes. All use of ASA network must be consistent with all contractual obligations of the school, including limitations defined in software and other licensing agreements.

- Users must not permit or assist any unauthorized person to access ASA network.
- Users must not defeat or attempt to defeat any ASA security.
- Users must not access or attempt to access data on ASA network that they are not authorized to access.
- Users must not make any deliberate, unauthorized changes on ASA network.
- Users must not intercept or attempt to intercept data communications not intended for that user's access.
- Users must not conceal their identity when using ASA network and must show identification upon request by a ASA staff member.
- Users must not deny or interfere with or attempt to deny or interfere with service to other ASA network users.
- Users must use their specific login ID and password and are responsible for the security of said accounts and passwords.
- Users must observe intellectual property rights and copyright laws.
- Without specific authorization, users of ASA network must not cause, permit or attempt any destruction or modification of data or equipment.
- Users must allow access to, and are responsible for the backup of their own data.
- Users must not conceal or attempt to conceal violations by another user. Users are expected to report violations of this policy.

### **No Privacy**

The ASA Network is not a private means of communication. All data stored, transmitted, processed, or otherwise accessed on the network may be monitored, filtered or recorded without notice to the user. All ASA network technology is subject to these rules, even if it is privately owned. When using the ASA network, users do not have an expectation of privacy in anything they create, store, delete, send or receive on the ASA network. The use of ASA network shall constitute express consent to being monitored. This consent shall authorize ASA representatives to monitor, without prior notification or consent, all technology resource use including, but not limited to, Internet use, emails, audios or visual material, computer transmissions, stored information and deleted information or files. Any use in support of illegal activities must be reported to the authorities. Illegal Acts State and federal laws make it illegal to intentionally access any computer system or network for the purpose of:

- Devising or executing any scheme or method to defraud or extort;

- Obtaining money, property, or services with false or fraudulent intent, representations, or promises;
- Damaging or intentionally disrupting the network by altering or deleting files, or introducing any programs or data designed to cause damage by spreading to other networks;
- Threatening, bullying, or sexually harassing another individual;
- Promoting a forum for any illegal activity;
- Making terrorist threats
- Sharing and/or distributing pornography
- Plagiarism
- Copyright infringement

Users committing any of these acts may be subject to prosecution.

### **User Rights**

Access to all ASA network resources is to be shared equitably among users. ASA attempts to provide, at all times, a secure environment conducive to learning and free of illegal or malicious acts. The school has taken precautions, which are limited, to restrict access to inappropriate, unethical and/or immoral materials. However, on a global network it is impossible to control all access. A user may accidentally or on purpose discover inappropriate information.

#### **Acceptable Use**

Generally: ASA network can be used in the support of teaching, research, public service, work related and administrative functions that support the missions of the school.

Incidental Use: Incidental use of computing resources at the school must not interfere with assigned job responsibilities and may result in only a nominal cost to the school. Incidental use should not be considered private and personal.

Prohibited uses: ASA declares unethical and unacceptable behavior as just cause for taking disciplinary action, revoking network privileges, and initiating legal action. The following are examples of unethical and unacceptable behavior. The following list of prohibited behaviors is not exhaustive, and is offered for illustration only.

- Using ASA network for distributing copyrighted materials, illegal, inappropriate, threatening or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the ASA network and/or purposes and goals. Obscene activities shall be defined as a violation of the generally accepted social standards for use of a publicly owned and operated communication vehicle.
- Using an account other than your own and any attempt to gain unauthorized access to accounts on the network.
- Attempting to obtain access to restricted sites, servers, files, databases, etc. and/or attempting to gain unauthorized access to other systems (e.g. "hacking").
- Using personal computer equipment to access the ASA network without prior permission.
- Installing personal software or uninstalling software without prior permission.

- Using Internet games and/or IRC (Internet Related Chat) not related to core curriculum and without direct teacher instruction.
- Using the Internet for commercial purposes, financial gain, personal business, product advertisement, or use of religious or political lobbying.
- Attempting vandalism. Vandalism is defined as willful or malicious destruction and any intent to harm or destroy data of another user, another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses. It also includes attempts to gain access to a network that is connected to the Internet.
- Degrading or disrupting network equipment, software, or system performance.
- Wasting finite network resources.
- Invading the privacy of individuals or disclosing confidential information about other individuals unless directly related to your work assignment.
- Posting personal communications without the original author's consent.
- Posting anonymous messages.
- Accessing, downloading, storing or printing files that are profane, obscene or that use language that offends or tends to degrade others.
- Harassing others and using abusive or obscene language on the ASA network. You may not use the ASA network to harass, annoy or otherwise offend other people.
- Using material which may be deemed in violation of school policy or the law.
- Downloading music, video or any other files not directly related to the curriculum.
- Communicating threats of violence.
- Using ASA network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea.
- Using ASA network for piracy (unauthorized use or reproduction of copyrighted or patented material).
- The capture, display or sharing of images of persons without their expressed consent.

## English Language Learners

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.

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. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards and curriculum framework. ASA Thrive’s program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program. 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.

## Health Services

The Health Office is open to students who are injured at school or become too sick to continue class. Our Health Technician is available during the school day to assess and tend to ill or injured students.

## Medication

All medications required by students must be given to the health technician who will dispense the medication from its original container **as prescribed by the student’s doctor**. The appropriate forms may be obtained from the school office and must be signed by the parent and the doctor at the beginning of each school year.

## Office Telephone

The school office is a place of business and is often very busy. For this reason, students are only allowed to use the phone in case of an emergency or if he/she has a note from the teacher. Personal messages will not be delivered to students except in the case of emergency or extenuating circumstances.

## School:Home Communication

ASA email use policy is designed to make communication between school and home efficient, productive and personal. Teachers will use email to “push out” mass communication including newsletters and updates that pertain to an entire class. The constraints of email communication are far too great. Therefore, teachers will not be using email to communicate with individual families. For questions or concerns regarding an individual student, teachers will be communicating by phone or in face to face meetings.

Office staff, including directors and the CEO, when possible, will also limit email use when communicating with individual families.

## Positive Behavior Support

The behavior policy of ASA Thrive is designed to ensure that each student has the opportunity to learn in a safe and secure environment. ASA Thrive's goal is to develop responsible, respectful citizens. Each teacher will have standards for classroom behavior and an appropriate reinforcement system. These standards will be communicated to parents at the beginning of the year with reminders throughout the school year.

The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the Wolves Ways will be discussed and modeled at grade level assemblies at the beginning of the school year. Wolves Ways will be reinforced by all staff throughout the year.

## Dress Code

Allegiance STEAM Academy–Thrive's student dress code policy is designed to promote safety and inclusivity. It is the intent of ASA Thrive that students be dressed and groomed in an appropriate manner that will not interfere with, or detract from, the school environment or disrupt the educational process. Dress should be suitable, modest, comfortable, and safe for normal school activities and reflect pride and attention to personal cleanliness. At ASA Thrive, we strongly believe that we all come to school ready to learn. School dress codes support a safe and effective learning environment. Students who are safe and secure are better able to learn and exemplify the essentials of good citizenship. Therefore, in an effort to attain uniformity and school spirit, students are to follow this dress code policy at all times.

ASA Thrive's dress code has been adopted by the Allegiance STEAM Academy Board of Directors in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 (Education Code section 49010 et seq.), which prohibit the charging of any student fees for participation in an educational activity at the public school.

Given that ASA Thrive aims to serve the educational needs of a diverse community, the policy is designed to support access to all. No student will be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with this dress code policy. However, any student who arrives at school in nonconforming clothes will be provided with conforming clothing by the school office for the day.

Any student who needs assistance with identifying conforming clothing should contact the school office directly. In any and all cases concerning interpretation of this policy, the school administration reserves the absolute right to determine what constitutes proper compliance.

The CEO/Principal will exempt a student from all/part of the dress code policy if an accommodation is requested concerning a particular religion, religious customs or medical necessity.

In the case where compliance to the dress code policy poses a financial hardship for an ASA family, ASA's Board will ensure that suitable and compliant clothing is supplied free of charge. Requests for financial assistance can be made to the CEO/Principal. ALL requests will remain confidential.

ASA Thrive Student Dress Code consists of:

- Tops: white or forest green polos
- Bottoms: khaki shorts, skorts, skirts (knee length), pants, jumpers.
- Footwear: closed toed shoes that allow full participation in PE

At all times, including on alternate dress code days, students must comply with the following:

#### ACCEPTABLE STUDENT DRESS

1. Socks are required.
2. Flat heeled boots and flat-heeled shoes with closed toes and heels are required.
3. Appropriate jewelry.
4. Hats/visors/beanies are permitted on the playground only, but may not have professional sports team logos. College/University logos are acceptable.
5. Sunglasses for outdoor use only (back strap is recommended).
6. Leggings are permitted when worn with a skirt or shorts.

#### UNACCEPTABLE STUDENT DRESS

1. Any disruptive clothing (e.g., emblems, lettering, colors, and pictures pertaining to drugs/alcohol, sex, gambling, profanity, gangs, or other offensive themes/messages).
2. Dress/blouse/top that does not cover back, midriff, cleavage or shoulders: muscle shirts and tank tops, tube tops, spaghetti straps, halters.
3. Bottoms with immodest length/slits. Long shorts/skorts, skirts, or mini-skirts.
4. Shirts, tops, or sweaters unbuttoned below the sternum.
5. Sweat pants, or any type of workout or warm-up suits (including nylon suits, shorts, long/baggy basketball style shorts).
6. Hairstyles must not materially and substantially interfere with school operations.
7. Tight, form-fitting pants and tops that inhibit movement or outline body parts.
8. Low slung, oversized, or wide legged baggy pants.
9. Sandals, flip-flops, open toe shoes or jellies.
10. Make-up or artificial nails.
11. Chains, spikes, headbands, bandanas, long dangling belts, or gang paraphernalia.
12. Clothing, hats/visors/beanies, etc. with professional team logos.
13. Tattered, torn clothes or clothing with holes. Pants must be hemmed (top of shoe).

14. Jewelry which creates a health/safety hazard, causes a distraction, or can readily/reasonably be used as a weapon. No hoop or dangly earrings. No nose rings.

#### DISCIPLINARY ACTION, LOGICAL CONSEQUENCES, EXCEPTIONS

Disciplinary action may be taken to ensure compliance with the dress code policy (except toward students exempted by the parents/guardians as provided for by this policy). Prior to initiating any disciplinary action against a student for not complying with the dress code policy, the student or the principal or designee shall conference with the student's parent/guardian to solicit parental cooperation and support. However, no student shall be suspended from school, or from class, or receive a lowered academic grade as a result of not complying with the dress code.

The CEO/Principal or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms. The CEO/principal shall identify a source for any needed financial assistance.

No student shall be considered noncompliant with the policy when:

1. Noncompliance is due to financial hardship
2. A student wears a button, armband or other accouterment to exercise the right to freedom of expression as provided for in Education Code 48907 (unless the symbol is related to gangs) or is in violation of student dress code
3. A student wears the uniform of a nationally recognized youth organization (example: Scouts) on regular meeting days
4. The adherence to the dress code violates a student's sincerely held religious beliefs
5. A student has on file with the school a "request for exemption from the student dress code requirement" signed by a parent/guardian in the presence of a school employee

ASA will evaluate the dress code policy on an annual basis to determine the effectiveness of the policy and to consider appropriate modifications.

Dress by a student which violates ASA guidelines but is not expressly delineated within ASA regulations shall be considered and reviewed by the CEO/Principal. The CEO/Principal shall make a determination if the dress matter at issue violates this policy and, if so, shall undertake appropriate action to immediately bring about the student's compliance with the dress code including, but not limited to, contacting the student's parents/guardians and seeking the cooperation and assistance of the parents/guardians.

1. Upon first violation of the dress code, the CEO/Principal or designee shall conference with the student and parent/guardians to solicit parental support and cooperation.
2. Upon the second violation, the student will be warned and parents/guardians will be notified. The CEO/Principal or designee will determine, if available, whether school issued temporary dress code compliant items will be provided to the student.

3. Upon a subsequent violation, parents/guardians will be contacted and asked to bring appropriate attire to the school. The student and parent/guardian will be notified that if there is a third violation of the dress code. The CEO/Principal or designee, taking a student's disciplinary record into account, will determine the progressive disciplinary response consistent with the ASA Student Code of Conduct.

ASA will make every effort to work collaboratively with students and parent/guardians to ensure adherence to the dress code policy.

## **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 the School.



## 2018-19 Student / Family Handbook Acknowledgement

My signature below indicates:

- I understand that the Student / Family Handbook is readily available on the school's website, [asathrive.org](http://asathrive.org) on the *Resources* tab. I may also request and receive—at no cost—a hard copy of the Student / Family Handbook from the school office.
- I have accessed, read and understand the rules, procedures and expectations of the Student / Family Handbook.
- I agree to adhere to the expectations of Allegiance STEAM Academy - Thrive as described herein and as made publically available by school officials.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date



# **Employee Handbook**

## **2018-2019**

**Allegiance STEAM Academy - Thrive**

**5862 C St.**

**Chino, CA 91710**

**[www.asathrive.org](http://www.asathrive.org)**

## Contents

<b>SECTION 1 – INTRODUCTION</b>	<b>7</b>
Welcome to Allegiance STEAM Academy - Thrive!	7
<b>SECTION 2 – GENERAL</b>	<b>8</b>
<b>SECTION 3 – OUR MISSION/VISION/PHILOSOPHY</b>	<b>9</b>
MISSION STATEMENT	9
VISION STATEMENT	9
CORE VALUES	9
ACADEMIC PHILOSOPHY	10
<b>SECTION 4 – EMPLOYMENT</b>	<b>11</b>
EMPLOYMENT APPLICATIONS	11
EQUAL EMPLOYMENT OPPORTUNITY	11
AT WILL EMPLOYMENT	12
OPEN COMMUNICATION POLICY	12
DISABILITY ACCOMMODATION	13
LACTATION ACCOMMODATION POLICY	13
HARASSMENT	14
INTERNAL DISPUTE RESOLUTION POLICY	16
PUBLIC RELATIONS	17
WHISTLEBLOWER POLICY	17
<b>SECTION 5 – THE EMPLOYMENT PROCESS</b>	<b>19</b>
EMPLOYEE CLASSIFICATIONS	19
WORK SCHEDULES	19
Instructional Employees:	20
Non-Instructional Employees:	20
SCHOOL HOLIDAYS	20
EMPLOYEE EXPENSE REIMBURSEMENT	21
ACADEMIC FREEDOM	21
ATTENDANCE/PUNCTUALITY	22
	2

TIME RECORDS (NON-EXEMPT EMPLOYEES)	22
OFF THE CLOCK WORK	23
MEAL PERIODS (NON-EXEMPT EMPLOYEES)	23
REST PERIODS (NON-EXEMPT EMPLOYEES)	23
Hours Worked Number of Rest Periods	23
PAYDAYS	24
PAYROLL WITHHOLDINGS	24
<b>SECTION 6 - CONDITIONS OF EMPLOYMENT</b>	<b>26</b>
IMMIGRATION LAW COMPLIANCE	26
CREDENTIAL REQUIREMENTS	26
TUBERCULOSIS TEST	26
FINGERPRINTING AND BACKGROUND CHECKS	27
SUBSEQUENT ARREST NOTIFICATION SERVICE	28
CHILD ABUSE AND NEGLECT REPORTING ACT	28
FIRST-AID AND CPR TRAINING	29
PERSONNEL FILES	29
CHANGES IN EMPLOYMENT	29
<b>SECTION 7 – PERFORMANCE</b>	<b>30</b>
EMPLOYEE PERFORMANCE REVIEW	30
<b>SECTION 8 – LEAVES</b>	<b>31</b>
FAMILY MEDICAL LEAVE (“FMLA”)/CALIFORNIA FAMILY RIGHTS ACT (“CFRA”)	31
Calculating the 12-month Period	31
Pregnancy, Childbirth or Related Conditions (ALSO SEE PDL POLICY)	32
Leave for Employee’s Own Health Condition	32
Leave to Care for a Family Member	32
Leave Related to Military Service	33
Health and Benefit Plans	33
Substitution of Paid Leave	33
Reinstatement	34
Time Accrual	34

PREGNANCY DISABILITY POLICY	34
MILITARY SPOUSE LEAVE	37
WORKERS' COMPENSATION LEAVE	37
KIN CARE	37
BEREAVEMENT LEAVE	38
JURY DUTY LEAVE	38
TIME OFF TO VOTE	38
SCHOOL ACTIVITIES LEAVE	38
SCHOOL APPEARANCE/SUSPENSION LEAVE	39
CRIME VICTIM LEAVE	39
DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE	40
MILITARY LEAVE	41
ORGAN DONOR / BONE MARROW DONOR LEAVE	41
DRUG & ALCOHOL REHABILITATION LEAVE	42
VOLUNTEER CIVIL SERVICE LEAVE	42
CIVIL AIR PATROL LEAVE	42
<b>SECTION 9 – BENEFITS</b>	<b>43</b>
PAID TIME OFF (PTO) POLICY	43
Standard Paid Time Off (PTO) Policy	43
SICK LEAVE	43
INSURANCE BENEFITS	44
COBRA BENEFITS	44
SOCIAL SECURITY/MEDICARE	45
STATE DISABILITY INSURANCE	45
WORKER'S COMPENSATION INSURANCE	45
<b>SECTION 10 – EMPLOYEE COMMUNICATIONS</b>	<b>46</b>
TECHNOLOGY, EMAIL AND INTERNET POLICY	46
No Expectation of Privacy	46
Employee Email Use	47
Professional Use of Computer System Required	47

Offensive and Inappropriate Material	47
Solicitations	48
Licenses and Fees	48
Games and Entertainment Software	48
Confidential Information	48
Copyrights and Trademarks	48
Maintenance and Security of the System	49
Violations of this Policy	49
Amendment and Modification of this Policy	49
Acknowledgement	50
SOCIAL MEDIA POLICY	50
Personal or Professional Blogs	50
EQUIPMENT POLICY	51
LAPTOP COMPUTERS	52
PERSONAL PHONE AND PERSONAL CELL PHONE USE	52
NO SOLICITATION/DISTRIBUTION POLICY	52
Definitions	53
Employee Responsibility	53
NEPOTISM POLICY	54
BUILDING SECURITY/SCHOOL KEYS	55
INTERNAL INVESTIGATIONS & SEARCHES	56
VIOLENCE IN THE WORKPLACE	56
<b>SECTION 11 – STANDARDS OF CONDUCT</b>	<b>58</b>
PERSONAL STANDARDS	58
TEACHER-STUDENT INTERACTIONS	58
Boundaries Defined	58
Unacceptable Behaviors	58
Acceptable and Recommended Behaviors	59
Reporting	60
Investigating	60

Consequences	61
CUSTOMER & PUBLIC RELATIONS	61
PROHIBITED CONDUCT	61
CONFIDENTIAL INFORMATION	63
CONFLICTS OF INTEREST	64
Outside Employment	64
EXPENSE REIMBURSEMENT POLICY	65
<b>SECTION 12 – SAFETY</b>	<b>67</b>
DRUG AND ALCOHOL POLICY	67
TOBACCO-FREE ENVIRONMENT	67
SECURITY	68
PARKED VEHICLES	68
PERSONAL AUTOMOBILE	68
PERSONAL PROPERTY	68
SAFETY	68
ERGONOMICS	69
CHEMICAL EXPOSURE WARNING	69
<b>SECTION 13 – TERMINATION</b>	<b>70</b>
VOLUNTARY TERMINATION	70
INVOLUNTARY TERMINATION	70
DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT	70
EXIT INTERVIEWS	71
VERIFICATION AND REFERENCE POLICY	72



## SECTION 1 – INTRODUCTION

### Welcome to Allegiance STEAM Academy - Thrive!

We are happy to have you join us at Allegiance STEAM Academy Thrive. We believe our school is truly unique. We serve a diverse group of talented 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 dignity and approach all situations as opportunities to learn.

This Handbook is designed to help employees get acquainted with Allegiance (hereinafter referred to as “ASA”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at ASA. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.

Due to the fact that ASA is a new organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. The School also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of ASA, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the CEO.

Employees must sign their acknowledgment of this Handbook. This will provide ASA with a record that each employee has received this Handbook.

## 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 ASA. 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 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 ASA document confers any contractual right, either express or implied, to remain in ASA'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 ASA or you may resign for any reason at any time.

No supervisor or other representative of ASA except the Directors and CEO have the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. 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 ASA, other than to individuals affiliated with ASA whose knowledge of the information is required in the normal course of business.

## SECTION 3 – OUR MISSION/VISION/PHILOSOPHY

### MISSION STATEMENT

The mission of Allegiance STEAM Academy Thrive is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Allegiance STEAM Academy Thrive students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

### VISION STATEMENT

The vision of Allegiance STEAM Academy Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. Allegiance STEAM Academy Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, Allegiance STEAM Academy Thrive will be a change agent in the community.

### CORE VALUES

1. **Personalized Learning Environment** - Students learn best in small learning communities where their education is personalized so that students know their teachers are all well known as individuals by all adults in the school.
2. **College and Career Readiness for All Students** - All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college and career choices.
3. **Parents as Partners** - Parents are meaningfully and actively engaged in their children's education. They have a right to choose to send their children to excellent high performing schools. They must understand what it will take to prepare their children for college and career choices, and they support the goals of the school through their voice and through volunteering. Allegiance STEAM Academy Thrive must create a welcoming atmosphere of inclusiveness for all families.
4. **Data Driven Decisions** - All decisions should be made after thorough data analysis (both quantitative and qualitative). For our students to be prepared for success, Allegiance STEAM Academy Thrive must relentlessly pursue excellence in all data points.

5. **Community Service** - The school must be an extension of the community. It is our responsibility to provide opportunities for students and families to participate in community service projects and understand their role in the local and global community.
6. **Character Development** - For students to fully realize their true potential, we must focus on developing character traits (including grit, respect, leadership, and love) that allow Allegiance STEAM Academy Thrive students to embody and demonstrate our mission and vision. We will develop shared language and expectation that allow for all stakeholders to support the growth of our students.

## ACADEMIC PHILOSOPHY

Learning best occurs in a setting that is personalized, differentiated, and relevant to students. Our standards-based curriculum provides the specific content in each essential subject area, aligning with the State Standards: Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“ELA/Literacy”) and Mathematics; Next Generation Science Standards; and all other California content standards.

All students will take courses that are high school-preparatory and oriented towards college and career readiness. Because our educational program will emphasize regular formative assessments and the use of data to increase student achievement, our pacing plans will guide and define the scope and sequence of all courses. ASA Thrive will emphasize Math, Science, English Language Arts, and Social Studies, as well as a variety of non-core courses to provide opportunities for students to receive enrichment, including music, drama, art, and world language.

## 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

ASA is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. The School then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. The School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and ASA will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, ASA may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the CEO/Principal of ASA has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the CEO/Principal. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict ASA’s right to terminate at-will.

## OPEN COMMUNICATION POLICY

We want to hear from you. ASA 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. ASA is interested in all our employee’s success and fulfillment. We welcome all constructive suggestions and ideas. Employee job descriptions explicitly identify the employee’s supervisor.

Employees who have work-related concerns or complaints are encouraged to discuss them with their supervisor. In the event that the concern is directed towards an employee’s supervisor, employees are encouraged to discuss the concern with the CEO/Principal. In turn, should the concern or complaint be directed towards the CEO/Principal, employees are encouraged to discuss the concern with the Chairman of the Board of Directors.

Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. ASA 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.

## DISABILITY ACCOMMODATION

ASA is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is ASA's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, ASA will provide reasonable accommodation to a qualified individual with a disability who has made ASA aware of his or her disability, provided that such accommodation does not constitute an undue hardship on ASA. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact their supervisor and/or Human Resources. ASA encourages individuals with disabilities to come forward and request reasonable accommodation.

## LACTATION ACCOMMODATION POLICY

ASA 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 or Human Resources. 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 or Human Resources 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 ASA and will be handled in accordance with ASA's policy on discrimination and harassment.

## HARASSMENT

ASA is committed to providing and continuing to provide a cooperative and comfortable work environment free of sexual harassment of any kind. This policy is intended to be consistent with, and intended to be enforced in conformance with the California Fair Employment and Housing Act as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

The policy of the ASA Thrive forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

### A. Definitions

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.

### 2. Unwelcome Conduct of a Sexual Nature.

(a) Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.

(b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.



(c) ASA Thrive prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

## B. Sexual Harassment Prohibited

1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

(a) submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);

(b) submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and

(c) the conduct substantially interferes with an employee's student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

2. Specific Prohibitions. a. Administrators and Supervisors.

(1) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

(2)

a. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

b. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and nonsupervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

c. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

## 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 the School.

## 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 ASA and its interest in our school will be formed in part, by ASA 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, ASA and our school's services.

Below are several things employees can do to help leave people with a good impression of ASA.

These are the building blocks for our continued success:

- Communicate with parents regularly in manner consistent with school policy
- Act competently and collaborate 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 internal emails and voicemail within 48 hours during the workweek
- Take great pride in your work and enjoy doing your very best

## WHISTLEBLOWER POLICY

ASA 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 ASA policy, specifically the policies contained in ASA's Employee Handbook.

An employee who wishes to report a suspected violation of law or ASA policy may do so confidentially by contacting Human Resources and/or the ASA Board of Directors.

ASA 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 ASA.

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: their supervisor and Human Resources. Any supervisor, manager, or Human Resources staff that receives complaints of retaliation must immediately inform the CEO/Principal or CEO/Principal.

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. Human Resources and a member of ASA 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 directly.

## SECTION 5 – THE EMPLOYMENT PROCESS

### EMPLOYEE CLASSIFICATIONS

Each ASA employee is either a “full-time,” “part-time,” or “contract” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 30 hours or more each week. Part-time employees are those regularly scheduled to work less than 30 hours each week. Contract employees are those employed in connection with a specific project or event. Contract employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as an “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

**Exempt employees:** 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. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

**Non-exempt employees:** 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.

**Certificated Employee:** Certificated Employees are those employees hired by ASA for the primary purpose of instructing students.

**Classified Employee:** Classified Employees includes those employees hired by ASA that do not primarily instruct students, such as administrative, maintenance, assistants and other operational employees.

### WORK SCHEDULES

Please refer to the appropriate employee (Classification and work year) calendar to see your annual work schedule. Instructional employees are expected to work all days that students are present and any days indicated as professional development days on the calendar.

Non-instructional employees are expected to follow the same calendar, with some additional days of work during school breaks.

### Instructional Employees:

The normal working hours for instructional employees at the school sites are from 7:40 a.m. to 3:40 p.m. with a thirty (30) minute meal break. Instructional Employees may be required to work other than the normal hours and to take their lunch breaks on a rotating basis so that classes and student activities are always covered. There will occasionally be activities that will require teacher participation outside of regular business hours such as Back to School Nights or special meetings.

The CEO/Principal must approve any exceptions to the regular work schedule for instructional employees.

### Non-Instructional Employees:

The CEO/Principal will determine the normal working hours for non-instructional employees. Non-exempt, non-instructional employees are entitled to a ten (10) minute break and a thirty (30) minute unpaid meal break and are entitled to overtime pay as required by law.

Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities.

## SCHOOL HOLIDAYS

The School calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day

Unless otherwise provided in this policy, all ASA exempt employees\* will receive time off with pay at their normal base rate for each observed holiday. Employees on a leave of absence are not eligible for holiday benefits that occur while on leave. Contract and part-time employees are not eligible to receive holiday pay, unless otherwise provided for by specific agreement in writing.

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 the CEO/Principal. The employee may use personal or sick time 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.

(\*Note that exempt employees who work only during the academic calendar, such as teachers, are not scheduled to work during many of the above-listed holidays, and therefore are not eligible for holiday pay if worked.)

## EMPLOYEE EXPENSE REIMBURSEMENT

ASA will reimburse employees for certain reasonably necessary business expenses incurred in the furtherance of ASA 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 CEO/Principal must have previously approved all expenses. All receipts pertaining to the reimbursement must be original and detailed, and should be submitted to the Director of Business Services for payment process. All expense reimbursement requests should be made in the month following the expenditure but in no event more than thirty (30) days after the expenditure is made.

## ACADEMIC FREEDOM

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within his or her professional group. Such freedom should be used judiciously and prudently to the end that it is in concert with established community standards, the vision and mission of the school, and its charter, and promotes the free exercise of intelligence and student learning.

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods;
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

## ATTENDANCE/PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of the ASA. Regular attendance and punctuality are considered an essential function of each position. Therefore, ASA expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day. ASA 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 allowed to perform work at home or away from the School unless specifically authorized for each occurrence by their supervisor. 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 their CEO/Principal to provide the additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

ASA will provide reasonable accommodation to a qualified individual with a disability who has made ASA aware of his or her disability, provided that such accommodation does not constitute an undue hardship on ASA. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact their supervisor. ASA encourages individuals with disabilities to come forward and request reasonable accommodation.

## TIME RECORDS (NON-EXEMPT EMPLOYEES)

Non-exempt employees must accurately complete time records within the ASA-specified system on a daily basis. Each pay period must be approved on the system by the employee. Absences and time worked 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 approve and submit his or her own time card. 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 Administrator with any questions concerning their pay so that inadvertent errors can be corrected.



## OFF THE CLOCK WORK

ASA 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 PERIODS (NON-EXEMPT EMPLOYEES)

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 less than six hours.

Non-exempt employees must observe assigned working hours, and the time allowed for meal periods. The meal period must be accurately recorded on the employee's timesheet. 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)

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. Do not leave the premises during your rest period and do not take more than 10 minutes for each rest period. 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.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
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

Employees desiring to express breast milk for the employee's infant child will be provided a reasonable amount of break time and a secluded area so that this may be done in private. This break time shall coincide with the employee's regularly scheduled break time to the extent possible. If a lactation break is taken outside of or extends beyond a paid break, a non-exempt employee must record the time on her timesheet as an unpaid break period.

Non-exempt employees must observe assigned working hours, the time allowed for rest periods, and report any missed rest period on the days' 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 ASA are the 10th of the month (for hourly employees) and the 25th day of the month (for both hourly and salaried employees). The Director of Business Services, with support from ASA's contracted back office provider, 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 order is received by ASA for one of our employees, we are obligated by law to comply with the demand. The affected employee will receive notice from his or her supervisor or the Director of Business Services as soon as possible.

## PAYROLL WITHHOLDINGS

ASA 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, ASA 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.

ASA prohibits improper deductions from the pay of any employee. If an employee believes an error has been made in his or her pay or deductions, ASA will work in good faith to resolve errors as soon as possible. The employee should notify the Director of Business Services 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 Director of

Business Services 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 the Director of Business Services.

## SECTION 6 - CONDITIONS OF EMPLOYMENT

### IMMIGRATION LAW COMPLIANCE

ASA 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 ASA 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, transcripts, and test scores each fall 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 principal 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 recertification, training, or testing, ASA is required to remove you from the work schedule until you meet the requirements or renew your credential.

### TUBERCULOSIS TEST

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.

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.

## 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.

## SUBSEQUENT ARREST NOTIFICATION SERVICE

All employees are subject to “Subsequent Arrest Notification Service” by the DOJ once they have been fingerprinted for ASA. Any time an employee is arrested after his or her initial background clearance for the school, the DOJ will notify the school CEO/Principal and send the school the new Criminal Offender Record Information (CORI). The CEO/Principal will evaluate the new information and determine whether it justifies suspension or termination of the individual’s employment. At the discretion of the CEO/Principal, he or she can seek counsel from the Board of Directors and/or legal counsel, in closed session, in determining suitability for continued employment. After the evaluation has taken place and a decision has been made regarding the individual’s suitability to continue employment, the CORI records received from the DOJ will be destroyed. Applicants will receive confidential notification of their suspension or termination. Those individuals who are suspended or terminated can make a one-time appeal to the CEO/Principal for reconsideration if he or she feels there has been an error in the review of their record. The decision of the CEO/Principal is final.

## 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 ASA’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 ASA 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.

The CEO/Principal 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 ASA's assistance, he or she is required to notify ASA 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 ASA.

### FIRST-AID AND CPR TRAINING

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, coaches, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. ASA will provide First Aid and CPR training for teachers, assistants and staff. Any employee required to be first aid certified and hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

For additional information on the training required, please contact Human Resources.

### 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 Human Resources. All requests should be put in writing preferably on the form maintained by Administration. 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 EMPLOYMENT

An employee is responsible for notifying Human Resources 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

### EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employee and supervisor discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

ASA directly links wage and salary increases with performance. Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

## SECTION 8 – LEAVES

### FAMILY MEDICAL LEAVE (“FMLA”)/CALIFORNIA FAMILY RIGHTS ACT (“CFRA”)

Use of FMLA includes CFRA wherever mentioned and allowed by state or federal law. State and federal family and medical leave laws provide up to 12 workweeks of unpaid family/medical leave within a 12-month period under the following conditions:

- The employee has more than 12 months of continuous service;
- The employee has worked at least 1250 hours during the previous 12-month period before the need for the leave.

Leave may be taken for one of the following reasons:

- The birth of employee’s child, or placement of a child with the employee for adoption or foster care (FMLA/CFRA)
- To care for the employee’s spouse, child, or parent who has a serious health condition (FMLA/CFRA)
- For a serious health condition that makes the employee unable to perform his or her job (FMLA/CFRA)
- For any “qualifying exigency” (as defined by federal regulation) because the employee is the spouse, son, daughter, or parent of an individual on active military duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation (FMLA only)
- An employee who is the spouse, son, daughter, parent or next of kin of a covered service member shall be entitled to a total of 26 workweeks of leave during a 12- month period to care for the service member (FMLA only)

#### Calculating the 12-month Period

For purposes of calculating the 12-month period during which 12 weeks of leave may be taken, the School uses a rolling backward 12-month period. Under most circumstances, leave under FMLA and CFRA will run concurrently in all cases where the law allows and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period.

For a qualifying exigency or leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

### Pregnancy, Childbirth or Related Conditions (ALSO SEE PDL POLICY)

FMLA will run concurrently with Pregnancy Disability Leave Policy (PDL). Once the pregnant employee is no longer disabled, she may apply for leave under the California Family Rights Act, for purposes of baby bonding.

Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. California Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the School will grant a request for a California Family Rights Act leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

### Leave for Employee's Own Health Condition

Please contact Human Resources as soon as you realize the need for family medical leave. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the School at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School.

If the employee cannot provide 30-days' notice, the School must be informed as soon as is practical.

The School requires the employee to provide medical certification within 15 days of any request for family medical leave under state and federal law. The school may require recertification from the health care provider if additional leave is required. If the employee does not provide medical certification in a timely manner to substantiate the need for FMLA, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered FMLA and therefore not subject to the protections afforded by FMLA/CFRA.

### Leave to Care for a Family Member

If the leave is needed to care for a sick child, spouse, or parent, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimated amount of time for care by the health care provider;
- Confirmation that the serious health condition warrants the participation of the employee.

When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks family/medical leave for this reason. If an employee cites his/her own serious

health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Inability of the employee to work at all or perform any one or more of the essential functions of his/her position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to his or her job. Failure to provide certification by the health care provider of the employee's fitness to return to work will result in denial of reinstatement for the employee until the certificate is obtained.

#### Leave Related to Military Service

A leave taken due to a "qualifying exigency" related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a service member shall be supported by a certification by the service member's health care provider.

#### Health and Benefit Plans

An employee taking family medical leave will be allowed to continue participating in any health and welfare benefit plans in which he/she was enrolled before the first day of the leave for a maximum of 12 workweeks (26 workweeks if the leave is to care for a covered service member) at the same level and under the same conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins under FMLA/CFRA. The employee must continue to make all his or her contribution payments to the school as agreed upon. In some instances, the School may recover from an employee premiums paid to maintain health coverage if the employee fails to return to work following FMLA leave.

Employees on FMLA who are not eligible for continued paid coverage may continue their group health insurance coverage through the School in conjunction with the federal COBRA guidelines by making monthly payments to the School for the amount of the applicable premium. Employees should contact Human Resources for further information.

#### Substitution of Paid Leave

Accrued sick leave must be substituted for unpaid leave in the event of an employee's own serious health condition, to care for an eligible family member, or for the birth, adoption, or foster care of a child. Accrued vacation or PTO must be substituted for unpaid leave in the event of an employee's need to care for an eligible family member, or for the birth, adoption or foster care of a child. Substitution of accrued paid leave does not extend the length of the leave.

### Reinstatement

Under most circumstances, upon return from family medical leave, an employee will be reinstated to his or her original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. In addition, an employee has no greater right to reinstatement than if he or she had not been continuously employed rather than on leave. An employee's use of family medical leave will not result in the loss of any employment benefit that the employee earned before using FMLA.

### Time Accrual

Employees on Family and Medical Leave Act/California Family Rights Act leave will not continue to accrue sick, vacation and/or PTO leave during unpaid FMLA/CFRA. Holidays will not be paid while on FMLA/CFRA.

If you have any questions regarding FMLA/CFRA, please contact Human Resources.

Outside employment is not allowed while on FMLA/CFRA or PDL leave.

## PREGNANCY DISABILITY POLICY

You may take up to 17-1/3 weeks (693 hours for a full-time employee, prorated for part-time employees) of medically necessary pregnancy disability leave for pregnancy, childbirth or a related medical condition under California State law and (if eligible and you have not exhausted your entitlement) an additional 12 workweeks for non-pregnancy disability-related family medical leave under the California Family Rights Act (CFRA) for the purpose of baby-bonding. The first 12 workweeks of pregnancy disability run concurrently with the federal FMLA, if eligible. Any remaining FMLA leave will run concurrently with CFRA leave. The amount of leave will be prorated based on number of hours worked (i.e. a part-time employee working 20 hours per week would be entitled to 346.6 hours of leave).

Pregnancy, childbirth, or related medical conditions will be treated like any other disability, and an employee on leave will be eligible for temporary disability benefits in the same amount and degree as any other employee on leave.

Any female employee planning to take pregnancy disability leave should advise their assigned supervisor and Human Resources as early as possible.

The individual should make an appointment with their assigned to discuss the following conditions:

- Employees who need to take pregnancy disability must inform the school when a leave is expected to begin and how long it will likely last. Employees will be required to complete a "Request for Leave" form and provide medical

certification. If the need for a leave or transfer is foreseeable, employees must provide notification at least 30 days before the pregnancy disability leave or transfer is to begin;

- Employees must consult with their assigned supervisor regarding the scheduling of any planned medical treatment in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the employee's health care provider. If 30 days advance notice is not possible, notice must be given as soon as practical;
- Upon the request of an employee and recommendation of the employee's health care provider, the employee's work assignment may be changed if necessary to protect the health and safety of the employee and her child;
- Requests for transfers of job duties will be reasonably accommodated if the job and security rights of others are not breached;
- Temporary transfers due to health considerations will be granted when possible. However, the transferred employee will receive the pay that accompanies the job, as is the case with any other temporary transfer due to temporary health reasons;
- Pregnancy disability leave usually begins when ordered by the employee's health care provider. The employee must provide the School with medical certification from a health care provider within. The certification indicating disability should contain:
  - The date on which the employee became disabled due to pregnancy;
  - The probable duration of the period or periods of disability; and
  - A statement that, due to the disability, the employee is unable to perform one or more of the essential functions of her position without undue risk to herself, the successful completion of her pregnancy, or to other persons;

Returning from pregnancy leave will be allowed only when the employee provides a release to return to work from her health care provider.

Except to the extent that other paid leave is substituted for pregnancy-related disability leave, PDL is unpaid. An employee will be ALLOWED to use accrued sick time (if otherwise eligible to take the time) during a pregnancy disability leave. An employee will be allowed to use accrued vacation or personal time (if otherwise eligible to take the time) during a pregnancy disability leave. The substitution of sick pay and/or vacation/PTO pay for pregnancy disability leave does not extend the total duration of the leave to which the employee is entitled and which is supported by medical certification.

Duration of the leave will be determined by the advice of the employee's health care provider, but employees disabled by pregnancy may take up to four months (17-1/3 weeks/693 hours). Part-time employees are entitled to leave on a pro rata basis. The four months of leave includes

any period of time for actual disability caused by the employee's pregnancy, childbirth, or related medical condition. This includes leave for severe morning sickness and for prenatal care.

Leave does not need to be taken in one continuous period of time and may be taken intermittently, as needed. Leave may be taken in increments of one (1) hour.

Unless ASA and the employee have already agreed upon the employee's return to work date, an employee who has taken a pregnancy disability leave or transfer must notify the Human Resources contact at least 30 days prior to her anticipated return to work or, as applicable, before her transfer back to her former position. An employee who timely returns to work at the expiration of her pregnancy disability leave will be reinstated to her former position, or a comparable position, whenever possible and consistent with applicable law. An employee returning from a pregnancy disability leave has no greater right to reinstatement than if the employee had been continuously employed.

ASA will maintain its portion of group health insurance coverage that the employee was provided before the leave commenced on the same terms as if the employee had continued to work up to the maximum leave allotment allowed under the Pregnancy Disability Leave law (693 hours) and for the first 12 weeks of CFRA "Baby-Bonding Leave". ASA may recover premiums it paid to maintain health coverage if the employee does not return to work following pregnancy disability leave. Employees are still responsible to pay for their own portion of group health benefits premium. See the Director of Business Services to review the amount that employee will need to reimburse the school while on pregnancy disability leave.

Employees on pregnancy disability leave will accrue leave benefits, such as sick leave, vacation and/or PTO only when employer-paid leave is being substituted for unpaid leave and only if the employee would otherwise be entitled to such accrual. No leave benefits shall accrue when the employee is in unpaid status.

CFRA/Baby Bonding leave is covered by the California Family Rights Act (CFRA). If the employee has not exhausted the full 12 weeks of her FMLA entitlement, a portion of the baby bonding leave may be protected under FMLA as well. The employee must complete a request for baby bonding leave. See Human Resources for the proper form to use to request this leave. Prior to commencing baby bonding leave, the employee will be required to submit a certification from her health care provider showing that the employee is no longer disabled by pregnancy or childbirth, to 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.

## KIN CARE

ASA employees may use up to one-half of their annual sick leave entitlement to care for a family member. This includes time off for:

- Diagnosis, care, or treatment of an existing health condition (such as the flu);
- Preventive care (such as an annual physical or flu shot);
- Victims of domestic violence, sexual assault or stalking

Kin care can be used for any family member, including a child, parent, parent-in-law, domestic partner's parent, spouse, domestic partner, grandparent, grandchild or sibling.

## BEREAVEMENT LEAVE

ASA provides full-time employees up to three days 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, step-sibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five days with prior approval from your supervisor.



## JURY DUTY LEAVE

Non-exempt employees may take an unpaid leave of absence for jury duty. Exempt employees are directed to postpone a summons to perform jury duty to the summer period. Employees who receive a jury duty summons and who desire a written verification of this policy should contact Human Resources. Employees who receive a jury duty summons and need to take time off must notify their supervisor immediately.

## 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 kindergarten or grades 1 through 12 may take time off for a school activity;
- 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 advance 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). 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.

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 victims' 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 assigned supervisor and Human Resources regarding the need for military leave.

Please see Human Resources for more information regarding job reinstatement rights upon completion of military service.

## 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

ASA 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

ASA 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) POLICY

#### Standard Paid Time Off (PTO) Policy

The following full-time, regular employees are eligible for PTO benefits:

- Full-time employees will accrue paid time off at the rate of one (1) day per month of work. Accrued personal leave may carry over from year to year for a maximum number of 12 days total to be used in any one academic year.
- As a courtesy, ASA will front-load all personal leave at the beginning of the paid year.
- Un-accrued PTO will not be paid out upon termination.
- PTO days will not accrue during any unpaid leave of absence.
- Requests to use PTO days must be submitted in writing at least 2 weeks in advance when possible to the assigned supervisor.

Upon termination of employment the eligible employees listed above will be paid for all accrued, but unused PTO time at their current rate of pay. They are not entitled to pay in lieu of taking PTO except upon termination of employment.

### SICK LEAVE

Sick leave is offered to offset the impact to income when an employee suffers an illness or injury that prevents the employee from working. Sick leave may only be used for an actual illness or injury and for no other purpose.

All hourly employees are eligible for 24 hours of sick leave, including regular full-time, part-time, seasonal and contract (including substitute teachers) both exempt and non-exempt, who work in California 30 or more days in a year.

All eligible employees will receive 24 hours at the beginning of each year.

USE: new hire employees will be entitled to use accrued sick leave on the 90th day of their employment and may use sick leave in increments of 2 hours. Employees must provide reasonable advance notice of the need for sick leave if foreseeable. If not foreseeable, the employee must provide notice as soon as practicable.

Sick leave may be used for the diagnosis, care, or treatment of an existing health condition, or for preventative care for the employee or the employee's family member. Family member

includes: child, spouse, parent, parent-in-law, registered domestic partner, grandparent, grandchild and sibling.

Sick leave may also be used for victims of domestic violence, sexual assault or stalking.

CARRY OVER & CAP: There is no carry-over of any unused sick time to the following year but at the beginning of each year 24 hours will be banked for use at the beginning of each successive year.

Sick leave will not be paid out upon termination of employment.

## INSURANCE BENEFITS

Full-time employees are entitled to insurance benefits offered by ASA. These insurance benefits will include medical and dental. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by ASA. 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 an insurance policy that includes life insurance 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 ASA'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 ASA group rates plus an administration fee. ASA or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under ASA'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.

ASA withholds income tax from all employees' earnings and participates in CalSTRS (California State Teachers Retirement System) 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 the Director of Business Services.

## 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

### TECHNOLOGY, EMAIL AND INTERNET POLICY

Every employee is responsible for using the ASA's technology 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 CEO/Principal, Director of Educational Programs, or designee.

The computers that you use at work and the Email system are the property of ASA and have been provided for use in conducting ASA 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 ASA records and property of ASA. The computer system is to be used for school purposes only. Employees may, however, use ASA 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 ASA business, and does not violate any ASA policies:

- To send and receive necessary and occasional personal communications;
- To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner;
- 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

Although ASA does not wish to examine personal information, from time to time, ASA may need to access its technology resources. ASA 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, ASA may exercise its right to monitor its computer system for any reason and without the permission of any employee. Employee use of ASA'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 ASA's computers is not assured. Use of passwords or other security measures does not in any way diminish ASA'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 ASA for any reason that ASA, 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 should have no expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, even though ASA 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 CEO/Principal.

#### Employee Email Use

ASA values establishing and maintaining student-centered healthy relationships with all members of the community. Therefore, ASA employees, unless exempted through a written statement from the CEO/Principal, will use ASA email accounts for internal use (colleague to colleague communication) or email blasts (newsletters, class updates) to parents, only. ASA parents and guardians will be made aware of this policy and be provided more effective and efficient means of communication, including available "office hours" for face to face or phone conferences.

#### 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 ASA 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 ASA if disclosed in litigation or otherwise.

#### Offensive and Inappropriate Material

ASA's policy against discrimination and harassment, sexual or otherwise, applies fully to ASA'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 ASA's computers. Employees encountering or receiving this kind of material should immediately report the incident to the assigned supervisor.

ASA may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by ASA networks. Notwithstanding the foregoing, ASA 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 ASA's blocking software.

#### Solicitations

ASA'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 the CEO/Principal is 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 the CEO/Principal.

#### Games and Entertainment Software

Employees may not use a ASA 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 ASA's "Confidential Information" policy, contained herein, for a general description of what ASA 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

ASA'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 the CEO/Principal. 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 ASA-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 ASA, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of ASA."

#### 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 ASA'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 ASA's network.

Files obtained from sources outside ASA including disks brought from home; including files downloaded from the Internet, newsgroups, 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 ASA's computer network. Employees should never download files from the Internet, accept email attachments from outsiders, or use disks from non-ASA sources, without first scanning the material with ASA-approved virus checking software. If you suspect that a virus has been introduced into ASA 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

ASA reserves the right to modify this policy at any time, with or without notice. ASA 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

ASA has adopted the following policy with regard to teacher behavior on social networking sites as it pertains to both teacher and student initiated communication. *If you wish to use networking protocols 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.*

Teachers shall not accept students or the students' parents as friends on any personal social networking sites and are to decline any student or parent-initiated friend requests. Teachers are not to initiate "friendships" with students or parents and must delete any students or parents already on their "friends" list immediately.

With regard to social networking content, teachers may 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, teachers will exercise caution with regards to exaggeration, obscenity, copyrighted materials, legal conclusions, and derogatory remarks or characterizations. Teachers will weigh whether a particular posting puts his/her effectiveness as a teacher at risk. ASA encourages teachers 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. Teachers may not discuss students nor post images that include students.

Due to security risks, teachers must be cautious when installing the external applications that work with the social networking site. At a minimum, educators 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 ASA 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 ASA. Unless given permission by the CEO/Principal you are not authorized to speak on behalf of ASA or to represent that you do so. If you are developing a site or writing a blog that will mention ASA, as a courtesy to the

organization, please let the CEO/Principal know in advance of publication. The Public Relations Coordinator 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 ASA. 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 ASA considers confidential and proprietary. If you have any questions about whether information has been released publicly or doubts of any kind, speak with the CEO/Principal.

When writing a blog or participating in any other social networking site, teachers will be required to speak respectfully about ASA and our current and potential employees, students, parents, and competitors. Do not engage in name-calling or behavior that will reflect negatively on the organization's reputation. Note that the use of copyrighted materials, unfounded, harassing, libelous, or derogatory statements, or misrepresentation is not viewed favorably by ASA 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 ASA for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by ASA'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.

Teachers may not comment on a student's blog or a student's other social networking commentaries.

Teachers or staff may not use trade names, or logos belonging to the school without express written permission of the CEO/Principal.

Failure to comply with ASA's social media policy will result in disciplinary action, up to, and including, immediate termination.

## EQUIPMENT POLICY

ASA 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, computers, 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 full time exempt employee receives a laptop computer or chromebook for use in carrying out day-to-day functions such as lesson planning, email, enhancing classroom instruction, and using school-provided software for administrative duties (i.e. tracking attendance, logging grades, posting comments, etc.). Employee-issued computers are property of ASA. Employees are required to treat their laptops with great care. Upon termination of employment, employees understand and agree that they must promptly return their school-issued computers to the school. Employees are responsible for reimbursing the school for the cost of lost or damaged computers when the loss or damage is due to a violation of this policy or the willful misconduct or negligence of the employee.

Employees acknowledge and understand that ASA is the owner of the computer and of all information contained on the computer. Employees are discouraged from keeping personal information on their school-issued computers or using the computers for personal use. There should be no expectation of privacy with regard to a school-issued computers and employees must return his or her computers upon request by the school for regular maintenance.

## PERSONAL PHONE AND PERSONAL CELL PHONE USE

Personal telephone calls and texts should be made and received during non-teaching times. Personal cell phones should be used for long distance personal calls. ASA expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job, this includes staff meetings and professional development.

## NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, ASA 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 ASA.

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 ASA 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 ASA.

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 CEO/Principal must approve any postings prior to posting.

ASA 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 the CEO/Principal

#### 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 CEO/Principal. 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 Human Resources.

## NEPOTISM POLICY

Consistent with the principle that employees and prospective employees of ASA, shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, ethnicity, gender, gender identification, gender expression, religion, sexual orientation, or national origin, or any protected classes or other factors not involving professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel:

1. No one with supervisory responsibility shall hire, recommend for hire, or work under the supervision of any related person.
2. Related persons shall not work under the direct supervision of the same supervisor.
3. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the related person.
4. With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the staff or as a member of a committee, to participate in the evaluation, advancement, or salary decisions of the other related person.
5. No member of the Board, Charter School administration, or staff member shall engage in recommendations, discussions, or otherwise participate in any decision or recommendation relating to the appointment, promotion, retention, tenure, or employment of a related person.
6. This policy shall not supplant the application of applicable conflicts of interest laws to the Charter School.

### Definition of "Related Persons"

The following relationships create related persons:

- Parent and child;

- Siblings;
- Grandparent and grandchild;
- Aunt and/or uncle and niece and/or nephew;
- First cousins;
- Spouses and registered domestic partners;
- Guardian and ward;
- Any corresponding in-law, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current Board member, employee, or independent contractor of the Charter School; and
- Persons engaged in amorous relationships, meaning a relationship in which two (2) persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

#### Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and employees and between staff are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. In addition, a supervisor will be prohibited from evaluating an employee's job performance if he/she is romantically/sexually involved with that employee.

The Charter School's Anti-Nepotism Policy precludes individuals from evaluating the work performance of others with whom they have intimate familial or personal relationships, or from making hiring, salary, or similar financial decisions concerning such persons. The same principles apply to supervisor-employee relationships in the context of work or academic evaluation.

#### Duty to Disclose

All current Board members, employees, and independent contractors, and all persons wishing to be considered for Board membership, employment, or an independent contract with ASA shall disclose family and personal relationships with then-current Board members, employees, or independent contractors of ASA. Disclosures under this paragraph shall be made to the CEO/Principal, or, if the CEO/Principal should be required to disclose a relationship under this paragraph, to the Board of Directors.

Employees who fail to disclose family or personal relationships covered by this policy will be subject to disciplinary action up to and including termination of employment.

#### **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 Property 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.

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 ASA 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 ASA's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. briefcases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for ASA 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 ASA. ASA 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.

## VIOLENCE IN THE WORKPLACE

ASA 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 ASA or which occur on ASA 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 ASA 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 ASA premises, regardless of the relationship between ASA and the parties involved.

All threats or acts of violence occurring off ASA premises involving someone who is acting in the capacity of a representative of ASA.

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 ASA property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapon

ASA's prohibition against threats and acts of violence applies to all persons involved in ASA's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on ASA property. Violations of this policy by any individual on ASA 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 the assigned supervisor.

## 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. The assigned 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. If you are assigned a School uniform, your uniform must be clean and presentable when you report to work.

### 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.

### 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 strong suspicion of misconduct, he or she must report the suspicion to the CEO/Principal 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

The CEO/Principal 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 CEO/Principal 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 community 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 CEO/Principal.

## 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 their supervisor so a determination can be made as to whether an actual or potential conflict exists, and if so, how to correct the situation.

ASA expects employees to devote their best efforts to the interests of our school. ASA 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 ASA 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 ASA 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 your supervisor 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 ASA. If you wish to participate in outside work activities you are required to obtain written approval from your supervisor prior to starting those activities. Approval will be granted unless the activity conflicts with ASA's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at ASA.
- Involve organizations that are doing or seek to do business with ASA including actual or potential vendors.
- Violate provisions of law or ASA policies or rules.
- When the employee is on a medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to ASA must be given priority. Full time employees are hired and continue employment with the understanding that ASA 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

ASA expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodations, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

ASA does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. ASA will not be responsible for fuel, maintenance, traffic or parking violations.

### **General guidelines**

- Original receipts are required for reimbursement of all expenses except for per diems. These expenses include:
  - Original boarding passes for airplane / train travel
  - Credit card receipts
  - Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved

- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the Director of Business Services.

All expenses and summaries must be submitted within 30 days to Director of Business Services for payment.

### **Travel guidelines**

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent midsize or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodations, including a minimum distance of a 50 mile commute to the location. Discounted room rates should be requested at the time of room booking.

Per diem rates for meal and incidentals will be provided; no receipts are required. The per diem amount paid for each day of travel is set out under state or federal guidelines. Per diem rates will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance
- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

Any questions related to the content of this policy or its interpretation should be directed to the Director of Business Services.

## SECTION 12 – SAFETY

### DRUG AND ALCOHOL POLICY

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

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.

## 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 the Maintenance staff, other employees or call 911. Report any suspicious persons or activities to the front office. 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 the Office Manager.

## PARKED VEHICLES

Employees are responsible for their own parked vehicles and the personal possessions within while parked on ASA 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

ASA 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 ASA's premises, including the parking area, or away from school property while on school business. ASA employees are prohibited from using personal property for work-related purposes unless approved in advance by the CEO/Principal.

## SAFETY

ASA 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 the Office Manager 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 the Office Manager immediately. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Plant Manager regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Office Manager.

## ERGONOMICS

ASA 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 Human Resources.

## 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 the CEO/Principal, designee, or Custodian.

## SECTION 13 – TERMINATION

### VOLUNTARY TERMINATION

ASA 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 ASA; (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 ASA for three consecutive work days. ASA requests that employees provide at least two weeks written notice of a voluntary termination. All ASA property must be returned immediately upon terminating employment. ASA 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 ASA's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant to its at-will policy, ASA reserves the right to terminate an employee at any time, with or without advance notice and with or without cause.

### DISMISSAL, DISCIPLINE, AND TERMINATION OF EMPLOYMENT

ASA 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 ASA.

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.

- 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 ASA record;
- Willfully or maliciously making false statements regarding any co-worker or ASA, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating ASA's policy concerning workplace violence;
- Theft or the deliberate or careless damage or destruction of ASA property, or the property of ASA's employees, students or anyone on ASA property;
- Possessing weapons on ASA's property at any time or while acting on behalf of ASA;
- Refusal to comply with any federal or state regulation or law, or refusal to comply with any ASA policy or procedure;
- Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing ASA, such as at a professional conference, or otherwise violating ASA'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.

## EXIT INTERVIEWS

All employees who leave employment at ASA will be asked to take part in a voluntary exit interview with an assigned Supervisor to communicate their challenges and growth while employed at ASA. 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 Business Services. Only the Director of Business Services or CEO is authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, ASA will disclose only the dates of employment and the title of the last position held. ASA will verify or disclose additional information about the employee only if the employee provides written authorization for ASA to provide the information. However, ASA will provide information about current or former employees as required by law or court order. ASA employees asked to write a letter of reference for a current

or former ASA employee are not obligated to do so.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of ASA'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 ASA'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 ASA's policies.

Just as I am free to terminate the employment relationship with ASA at any time, ASA, 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 ASA 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 ASA and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with ASA, 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).

ASA 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 ASA Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_



# Allegiance STEAM Academy Thrive

## Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: TK

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Literacy Interest and Response			

Mathematics	T1	T2	T3
	Mastery Level		
Counting and Cardinality			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Mandarin	T1	T2	T3
	Mastery Level		
Content			
Communication			



## Allegiance STEAM Academy Thrive Standards-Based Report Card

Reporting Key
A = Exceeds Standard (3.00-4.00)
B = Meets Standard (2.50-2.99)
C = Nearly Meets Standard (2.00-2.49)
D = Does Not Yet Meet Standard (1.00-1.99)
F = Does Not Yet Meet Standard (Below 1.00)

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

**A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards**

**B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards**

**C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards**

**D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards**

**F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards**

### Standards-Based Grading

ASA Thrive employs Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on **content** and **skill proficiency**. Our students earn grades based on their **demonstrated mastery of essential skills rather than on completion of tasks**. For more information on the essential skills represented in each content category, see your student's teacher.

In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own way.

By using a standards-based grade book system, teachers track student proficiency progress and learning. Teachers assess student learning and progress in the classroom through formative and summative assessments. Students are also instructed by teachers to assess their own learning through self-monitoring strategies in classes.

Underlying ASA's grading philosophy is a focus on learning. The learning that students acquire over the term is more important than report card marks. Here are some examples of questions to ask your students about their learning:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>○ What skills have you learned so far?</li> <li>○ What are you proud of?</li> <li>○ What have you enjoyed most?</li> </ul> | <ul style="list-style-type: none"> <li>○ What has been challenging?</li> <li>○ How have you overcome these challenges?</li> <li>○ Can you talk to me about how you learn best?</li> </ul> | <ul style="list-style-type: none"> <li>○ Tell me about a goal you achieved this term.</li> <li>○ What are your current goals?</li> <li>○ What kind of support do you need to be successful?</li> </ul> |
|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: Kindergarten

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Counting and Cardinality			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Mandarin	T1	T2	T3
	Mastery Level		
Content			
Communication			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Reporting Key
A = Exceeds Standard (3.00-4.00)
B = Meets Standard (2.50-2.99)
C = Nearly Meets Standard (2.00-2.49)
D = Does Not Yet Meet Standard (1.00-1.99)
F = Does Not Yet Meet Standard (Below 1.00)

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Standards-Based Grading

ASA Thrive employs Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on **content** and **skill proficiency**. Our students earn grades based on their **demonstrated mastery of essential skills rather than on completion of tasks**. For more information on the essential skills represented in each content category, see your student's teacher.

In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own way.

By using a standards-based grade book system, teachers track student proficiency progress and learning. Teachers assess student learning and progress in the classroom through formative and summative assessments. Students are also instructed by teachers to assess their own learning through self-monitoring strategies in classes.

Underlying ASA's grading philosophy is a focus on learning. The learning that students acquire over the term is more important than report card marks. Here are some examples of questions to ask your students about their learning:

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>○ What skills have you learned so far?</li> <li>○ What are you proud of?</li> <li>○ What have you enjoyed most?</li> </ul> | <ul style="list-style-type: none"> <li>○ What has been challenging?</li> <li>○ How have you overcome these challenges?</li> <li>○ Can you talk to me about how you learn best?</li> </ul> | <ul style="list-style-type: none"> <li>○ Tell me about a goal you achieved this term.</li> <li>○ What are your current goals?</li> <li>○ What kind of support do you need to be successful?</li> </ul> |
|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 1

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts/ Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Mandarin	T1	T2	T3
	Mastery Level		
Content			
Communication			





## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Reporting Key
A = Exceeds Standard (3.00-4.00)
B = Meets Standard (2.50-2.99)
C = Nearly Meets Standard (2.00-2.49)
D = Does Not Yet Meet Standard (1.00-1.99)
F = Does Not Yet Meet Standard (Below 1.00)

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Standards-Based Grading

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- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>○ What skills have you learned so far?</li> <li>○ What are you proud of?</li> <li>○ What have you enjoyed most?</li> </ul> | <ul style="list-style-type: none"> <li>○ What has been challenging?</li> <li>○ How have you overcome these challenges?</li> <li>○ Can you talk to me about how you learn best?</li> </ul> | <ul style="list-style-type: none"> <li>○ Tell me about a goal you achieved this term.</li> <li>○ What are your current goals?</li> <li>○ What kind of support do you need to be successful?</li> </ul> |
|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 2

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Mandarin	T1	T2	T3
	Mastery Level		
Content			
Communication			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

### Reporting Key

- A = Exceeds Standard (3.00-4.00)
- B = Meets Standard (2.50-2.99)
- C = Nearly Meets Standard (2.00-2.49)
- D = Does Not Yet Meet Standard (1.00-1.99)
- F = Does Not Yet Meet Standard (Below 1.00)

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Final/Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Standards-Based Grading

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- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>○ What skills have you learned so far?</li> <li>○ What are you proud of?</li> <li>○ What have you enjoyed most?</li> </ul> | <ul style="list-style-type: none"> <li>○ What has been challenging?</li> <li>○ How have you overcome these challenges?</li> <li>○ Can you talk to me about how you learn best?</li> </ul> | <ul style="list-style-type: none"> <li>○ Tell me about a goal you achieved this term.</li> <li>○ What are your current goals?</li> <li>○ What kind of support do you need to be successful?</li> </ul> |
|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 3

### Reporting Key

#### Mastery Level

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Mandarin	T1	T2	T3
	Mastery Level		
Content			
Communication			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

### Reporting Key

- A = Exceeds Standard (3.00-4.00)
- B = Meets Standard (2.50-2.99)
- C = Nearly Meets Standard (2.00-2.49)
- D = Does Not Yet Meet Standard (1.00-1.99)
- F = Does Not Yet Meet Standard (Below 1.00)

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Standards-Based Grading

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- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>○ What skills have you learned so far?</li> <li>○ What are you proud of?</li> <li>○ What have you enjoyed most?</li> </ul> | <ul style="list-style-type: none"> <li>○ What has been challenging?</li> <li>○ How have you overcome these challenges?</li> <li>○ Can you talk to me about how you learn best?</li> </ul> | <ul style="list-style-type: none"> <li>○ Tell me about a goal you achieved this term.</li> <li>○ What are your current goals?</li> <li>○ What kind of support do you need to be successful?</li> </ul> |
|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 4

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations – Fractions			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Spanish	T1	T2	T3
	Mastery Level		
Content			
Communication			
Cultures			
Structures			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

### Reporting Key

- A = Exceeds Standard (3.00-4.00)
- B = Meets Standard (2.50-2.99)
- C = Nearly Meets Standard (2.00-2.49)
- D = Does Not Yet Meet Standard (1.00-1.99)
- F = Does Not Yet Meet Standard (Below 1.00)

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Standards-Based Grading

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- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>○ What skills have you learned so far?</li> <li>○ What are you proud of?</li> <li>○ What have you enjoyed most?</li> </ul> | <ul style="list-style-type: none"> <li>○ What has been challenging?</li> <li>○ How have you overcome these challenges?</li> <li>○ Can you talk to me about how you learn best?</li> </ul> | <ul style="list-style-type: none"> <li>○ Tell me about a goal you achieved this term.</li> <li>○ What are your current goals?</li> <li>○ What kind of support do you need to be successful?</li> </ul> |
|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 5

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations – Fractions			
Measurement and Data			
Geometry			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Spanish	T1	T2	T3
	Mastery Level		
Content			
Communication			
Cultures			
Structures			





## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

### Reporting Key

- A = Exceeds Standard (3.00-4.00)
- B = Meets Standard (2.50-2.99)
- C = Nearly Meets Standard (2.00-2.49)
- D = Does Not Yet Meet Standard (1.00-1.99)
- F = Does Not Yet Meet Standard (Below 1.00)

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Standards-Based Grading

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|---|---|--|
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|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 6

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Ratios and Proportional Relationships			
The Number System			
Expressions and Equations			
Geometry			
Statistics and Probability			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Development of motor skills			
Participation in physical activities			

Spanish	T1	T2	T3
	Mastery Level		
Content			
Communication			
Cultures			
Structures			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Reporting Key
A = Exceeds Standard (3.00-4.00)
B = Meets Standard (2.50-2.99)
C = Nearly Meets Standard (2.00-2.49)
D = Does Not Yet Meet Standard (1.00-1.99)
F = Does Not Yet Meet Standard (Below 1.00)

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

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F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

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|---|---|--|
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|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 7

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Ratios and Proportional Relationships			
The Number System			
Expressions and Equations			
Geometry			
Statistics and Probability			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Knowledge of physical fitness			
Participation in physical activities			

Spanish	T1	T2	T3
	Mastery Level		
Content			
Communication			
Cultures			
Structures			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

### Reporting Key

- A = Exceeds Standard (3.00-4.00)
- B = Meets Standard (2.50-2.99)
- C = Nearly Meets Standard (2.00-2.49)
- D = Does Not Yet Meet Standard (1.00-1.99)
- F = Does Not Yet Meet Standard (Below 1.00)

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			
Physical Education			
Spanish			

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

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B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

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|---|---|--|



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 8

### Reporting Key

**Mastery Level**

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
- 1 = With help, partial success at score 2 and 3 content
- 0 = With help, partial success at score 2, but not score 3 content
- NA = Not Assessed/Addressed this Period

Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
The Number System			
Expressions and Equations			
Functions			
Geometry			
Statistics and Probability			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Knowledge of physical fitness			
Participation in physical activities			

Spanish	T1	T2	T3
	Mastery Level		
Content			
Communication			
Cultures			
Structures			



## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

### Reporting Key

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- C = Nearly Meets Standard (2.00-2.49)
- D = Does Not Yet Meet Standard (1.00-1.99)
- F = Does Not Yet Meet Standard (Below 1.00)

Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			
Physical Education			
Spanish			

### Grades

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|---|---|--|



# Allegiance STEAM Academy Thrive

## 2018-19 Standards-Based Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: Middle School (Math 1)

### Reporting Key

#### Mastery Level

- 4 = Success at more complex content
- 3 = Success at target learning goal
- 2 = Success at simpler content
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Trimester	T1	T2	T3
Absences			
Tardies			

Citizenship	T1	T2	T3
	Mastery Level		
Trust your instincts			
Keep you den clean			
Stay on track			
Howl with your friends			
Be a leader			

English Language Arts / Literacy	T1	T2	T3
	Mastery Level		
Reading Literature			
Reading Informational Text			
Writing			
Speaking and Listening			
Language			

Mathematics	T1	T2	T3
	Mastery Level		
Number and Quantity: Quantities			
Algebra			
Functions			
Geometry			
Statistics and Probability			

Science	T1	T2	T3
	Mastery Level		
Life Science			
Earth & Space Science			
Physical Science			
Technology			
Engineering			

Social Studies	T1	T2	T3
	Mastery Level		
Chronological and Spatial Thinking			
Research, Evidence and Point of View			
Historical Interpretation			

Performing Arts	T1	T2	T3
	Mastery Level		
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

Physical Education	T1	T2	T3
	Mastery Level		
Knowledge of physical fitness			
Participation in physical activities			

Spanish	T1	T2	T3
	Mastery Level		
Content			
Communication			
Cultures			
Structures			





## Allegiance STEAM Academy Thrive 2018-19 Standards-Based Report Card

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Final Term Grades	T1	T2	T3
Citizenship			
English Language Arts / Literacy			
Mathematics			
Science			
Social Studies			

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|---|---|--|
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|---|---|--|



## BOARD POLICY – PERSONNEL

### **Drug and Alcohol Free Workplace**

The Allegiance STEAM Academy Board of Directors believes the maintenance of drug-and alcohol-free workplace is essential to staff and student safety and to help ensure a productive and safe work and learning environment.

An employee shall not unlawfully manufacture, distribute, dispense, possess, or use controlled substance in the workplace.

Employees are prohibited from being under the influence of controlled substances or alcohol while on duty. For purposes of this policy, on duty means while an employee is on duty during both instructional and non-instructional time in the classroom or workplace, at extracurricular or co-curricular activities, or while transporting students or otherwise supervising them. Under the influence means that the employee's capabilities are adversely or negatively affected, impaired, or diminished to an extent that impacts the employee's ability to safely and effectively perform his/her job.

The CEO or designee shall notify employees of ASA's prohibitions against drug use and the actions that will be taken for violation of such prohibition.

An employee shall abide by the terms of this policy and notify ASA, within five (5) days, of his/her conviction for a violation in the workplace of any criminal drug statute.

The CEO or designee shall notify the appropriate federal granting or contracting agencies within ten (10) days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace.

In accordance with law, the CEO or designee shall take appropriate disciplinary action, up to and including termination, against an employee for violating the terms of this policy and/or shall require the employee to satisfactorily participate in and complete a drug assistance or rehabilitation program approved by a federal, state, or local public health or law enforcement agency or other appropriate agency.

### **Drug and Alcohol Free Workplace**

#### **Drug-Free Awareness Program**

The CEO or designee shall establish a drug-and alcohol-free awareness program to inform employees about:

1. The dangers of drug and alcohol abuse in the workplace;
2. The ASA policy of maintaining a drug-and alcohol-free workplace;
3. Available drug and alcohol counseling, rehabilitation, and employee assistance programs; and
4. The penalties that may be imposed on employees for drug and alcohol abuse violations occurring in the workplace.



## BOARD POLICY – PERSONNEL

### **Non-Discrimination in Employment**

The Allegiance STEAM Academy Board of Directors, is dedicated to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board of Directors prohibits any employees from discriminating against or harassing any other employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes ASA's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement.

However, Allegiance STEAM Academy shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926 and Government Code 12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating hostile, or offensive work environment.

The Board of Directors also prohibits retaliation against any Allegiance STEAM Academy employee or job applicant who complains, testifies, assists, or in any way participates in the Allegiance STEAM Academy's complaint procedures instituted pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed



## BOARD POLICY – PERSONNEL

in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Any Allegiance STEAM Academy employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The following position is designated as Coordinator for Nondiscrimination in Employment:

**Chief Executive Officer (CEO)**  
**5862 C St**  
**Chino, CA 91710**

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of Allegiance STEAM Academy's policy should, immediately contact his/her supervisor, or the CEO who shall advise the employee or applicant about Allegiance STEAM Academy's procedures for filing, investigating, and resolving any such complaint. Any employee who has witnessed discriminatory behavior or harassment, is encouraged to notify his/her supervisor, or the CEO. Any complaints regarding employment discrimination or harassment involving the CEO, shall be directed to the Board of Directors. Complaints regarding employment discrimination or harassment shall immediately be investigated.

Any supervisory employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the CEO as soon as practical after the incident.

The CEO or designee shall use appropriate means to reinforce Allegiance STEAM Academy's nondiscrimination policy. The CEO shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of Allegiance STEAM Academy's policies and regulations regarding discrimination. The CEO shall regularly review Allegiance STEAM Academy's employment practices and, as necessary, shall take action to ensure compliance with the nondiscrimination laws.

### **Notifications:**

*Allegiance STEAM Academy's policy shall be posted in the school office and staff lounge.*

### **Discriminatory Harassment**

Harassment is unwelcome conduct based on a person's actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or



## BOARD POLICY – PERSONNEL

sexual orientation, or other attributes listed in the Allegiance STEAM Academy's nondiscrimination policy.

Offensive conduct may include, but not limited to the following:

1. Slurs, epithets, threats, or verbal abuse.
2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures.
3. Unwelcome jokes, stories or teasing.

Any other verbal, visual or physical conduct which adversely affects the individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive working environment.

Harassment can occur in a variety of circumstances, including, but not limited to the following:

1. The harasser can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.
2. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
3. Unlawful harassment may occur without economic injury to, or discharge of, the victim.

Harassment becomes unlawful when enduring the offensive conduct becomes a condition of continued employment, or the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Any employee or applicant for employment who feels they are being unlawfully harassed should immediately contact their supervisor or the CEO, to obtain procedures for reporting a complaint. Such complaints can be filed in accordance with Complaints Concerning Discrimination in Employment.

Any supervisor who receives a harassment complaint shall notify the CEO, who shall ensure the complaint is appropriately investigated. Discrimination complaint procedures prohibit retaliatory behavior against any complainant or any participant in the complaint process.



## BOARD POLICY – PERSONNEL

### **Lactation Accommodation**

The Allegiance STEAM Academy Board of Directors recognizes the immediate and long-term health advantages of breastfeeding for infants and mothers and desires to provide a supportive environment for any ASA employee to express milk for her infant child upon her return to work following the birth of the child. The Board prohibits discrimination, harassment, and/or retaliation against any ASA employee who chooses to express breast milk for her infant child while at work.

ASA shall provide a reasonable amount of break time to accommodate an employee each time she has a need to express breast milk for her infant child.

To the extent possible, such break time shall run concurrently with the break time already provided to the employee. Any additional break time used by a non-exempt employee for this purpose shall be unpaid.

The employee shall be provided a private location, other than a restroom, which is in close proximity to her work area and meets the requirements of Labor Code 1031 and 29 USC 207, as applicable.

Employees are encouraged to notify their supervisor or other appropriate personnel in advance of their intent to make use of the accommodations offered for employees who are nursing mothers. As needed, the supervisor shall work with the employee to address arrangements and scheduling in order to ensure that the employees' essential job duties are covered during the break time.

Lactation accommodations may be denied only in limited circumstances in accordance with law.

Before an employee's supervisor makes a determination to deny lactation accommodations, he/she shall consult the CEO or designee. In any case in which lactation accommodations are denied, the CEO or designee shall document the options that were considered and the reasons for denying the accommodations.



## BOARD POLICY – PERSONNEL

# TECHNOLOGY ACCEPTABLE USE AND INTERNET SAFETY

### Introduction and Purpose

The Allegiance STEAM Academy (ASA) community is encouraged to make innovative and creative use of information technologies in support of education and research. Use of the ASA network is a privilege and is intended only for purposes consistent with ASA educational business and curricular objectives. The purpose of this policy is to ensure appropriate, responsible, ethical and legal use of technology within the ASA community. This policy is designed to guide faculty, staff, students and guests in the acceptable use of the ASA network and technology systems. This policy is an extension of ASA Student Handbook Policies and Personnel Policies.

Students and employees are responsible for appropriate use of the ASA network. Inappropriate use may result in the cancellation of user privileges, disciplinary and/or legal action. Activities that violate state, local or federal law may be subject to prosecution. All users are bound by future updates.

### Definitions

Technology is defined as “the body of tools, machines, materials, techniques, and processes used to produce goods and services and satisfy human needs.” (World Book Online Dictionary)

ASA network includes the computers, terminals, printers, networks, and related equipment, as well as data files or documents residing on disk, tape, or other media, which are owned, managed, or maintained by Technology Services and/or staff. Privately owned equipment, such as laptops, PDA’s and home computers are considered ASA network if attached directly or remotely to the ASA network and/or are used to access the network.

A User is any person, whether authorized or not, who makes any use of any ASA network from any location.

### ASA Network Use

Use of ASA network is restricted to authorized ASA faculty, staff, students and guests. ASA network may be used only for their intended authorized purposes. All use of ASA network must be consistent with all contractual obligations of the school, including limitations defined in software and other licensing agreements.

- Users must not permit or assist any unauthorized person to access ASA network.
- Users must not defeat or attempt to defeat any ASA security.
- Users must not access or attempt to access data on ASA network that they are not authorized to access.
- Users must not make any deliberate, unauthorized changes on ASA network.



## BOARD POLICY – PERSONNEL

- Users must not intercept or attempt to intercept data communications not intended for that user's access.
- Users must not conceal their identity when using ASA network and must show identification upon request by a ASA staff member.
- Users must not deny or interfere with or attempt to deny or interfere with service to other ASA network users.
- Users must use their specific login ID and password and are responsible for the security of said accounts and passwords.
- Users must observe intellectual property rights and copyright laws.
- Without specific authorization, users of ASA network must not cause, permit or attempt any destruction or modification of data or equipment.
- Users must allow access to, and are responsible for the backup of their own data.
- Users must not conceal or attempt to conceal violations by another user. Users are expected to report violations of this policy.

### No Privacy

The ASA Network is not a private means of communication. All data stored, transmitted, processed, or otherwise accessed on the network may be monitored, filtered or recorded without notice to the user. All ASA network technology is subject to these rules, even if it is privately owned. When using the ASA network, users do not have an expectation of privacy in anything they create, store, delete, send or receive on the ASA network. The use of ASA network shall constitute express consent to being monitored. This consent shall authorize ASA representatives to monitor, without prior notification or consent, all technology resource use including, but not limited to, Internet use, emails, audios or visual material, computer transmissions, stored information and deleted information or files. Any use in support of illegal activities must be reported to the authorities. Illegal Acts State and federal laws make it illegal to intentionally access any computer system or network for the purpose of:

- Devising or executing any scheme or method to defraud or extort;
- Obtaining money, property, or services with false or fraudulent intent, representations, or promises;
- Damaging or intentionally disrupting the network by altering or deleting files, or introducing any programs or data designed to cause damage by spreading to other networks;
- Threatening, bullying, or sexually harassing another individual;
- Promoting a forum for any illegal activity;
- Making terrorist threats
- Sharing and/or distributing pornography
- Plagiarism
- Copyright infringement

Users committing any of these acts may be subject to prosecution.





## BOARD POLICY – PERSONNEL

### User Rights

Access to all ASA network resources is to be shared equitably among users. ASA attempts to provide, at all times, a secure environment conducive to learning and free of illegal or malicious acts. The school has taken precautions, which are limited, to restrict access to inappropriate, unethical and/or immoral materials. However, on a global network it is impossible to control all access. A user may accidentally or on purpose discover inappropriate information.

### Acceptable Use

Generally: ASA network can be used in the support of teaching, research, public service, work related and administrative functions that support the missions of the school.

Incidental Use: Incidental use of computing resources at the school must not interfere with assigned job responsibilities and may result in only a nominal cost to the school. Incidental use should not be considered private and personal.

Prohibited uses: ASA declares unethical and unacceptable behavior as just cause for taking disciplinary action, revoking network privileges, and initiating legal action. The following are examples of unethical and unacceptable behavior. The following list of prohibited behaviors is not exhaustive, and is offered for illustration only.

- Using ASA network for distributing copyrighted materials, illegal, inappropriate, threatening or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the ASA network and/or purposes and goals. Obscene activities shall be defined as a violation of the generally accepted social standards for use of a publicly owned and operated communication vehicle.
- Using an account other than your own and any attempt to gain unauthorized access to accounts on the network.
- Attempting to obtain access to restricted sites, servers, files, databases, etc. and/or attempting to gain unauthorized access to other systems (e.g. “hacking”).
- Using personal computer equipment to access the ASA network without prior permission.
- Installing personal software or uninstalling software without prior permission.
- Using Internet games and/or IRC (Internet Related Chat) not related to core curriculum and without direct teacher instruction.
- Using the Internet for commercial purposes, financial gain, personal business, product advertisement, or use of religious or political lobbying.
- Attempting vandalism. Vandalism is defined as willful or malicious destruction and any intent to harm or destroy data of another user, another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses. It also includes attempts to gain access to a network that is connected to the Internet.
- Degrading or disrupting network equipment, software, or system performance.



## BOARD POLICY – PERSONNEL

- Wasting finite network resources.
- Invading the privacy of individuals or disclosing confidential information about other individuals unless directly related to your work assignment.
- Posting personal communications without the original author's consent.
- Posting anonymous messages.
- Accessing, downloading, storing or printing files that are profane, obscene or that use language that offends or tends to degrade others.
- Harassing others and using abusive or obscene language on the ASA network. You may not use the ASA network to harass, annoy or otherwise offend other people.
- Using material which may be deemed in violation of school policy or the law.
- Downloading music, video or any other files not directly related to the curriculum.
- Communicating threats of violence.
- Using ASA network for plagiarism. Plagiarism is taking ideas or writing from another person and offering them as your word. Credit must always be given to the person who created the information or idea.
- Using ASA network for piracy (unauthorized use or reproduction of copyrighted or patented material).
- The capture, display or sharing of images of persons without their expressed consent.



## BOARD POLICY – PERSONNEL

### CERTIFICATED PERSONNEL

#### **Recruitment and Selection**

The ASA Board of Directors is committed to employing suitable, qualified individuals to carry out the ASA's mission to provide high-quality education to its students and to ensure the efficient running of ASA operations.

The CEO or designee shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that employees are selected based on demonstrated knowledge, skills, and competence and not any bias, personal preference, or unlawful discrimination.

When a vacancy occurs, the CEO or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she also shall disseminate job announcements to ensure a wide range of candidates.

ASA's selection procedures shall include screening processes, interviews, observations and recommendations from previous employers as necessary to identify the best possible candidate for a position. The CEO or designee may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

#### **Legal Status Requirement**

The ASA Board of Directors shall ensure ASA employs only those individuals who are lawfully authorized to work in the United States.

The CEO or designee shall verify the employment eligibility of all persons hired by completing the U.S. Citizenship and Immigration Services Form I-9, employment eligibility verification, for each individual hired and ensure ASA does not knowingly hire or continue to employ any person not authorized to work in the United States.

In accordance with law, the CEO or designee shall ensure ASA employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including, but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.



## BOARD POLICY – PERSONNEL

### **Certification**

The ASA Board of Directors recognizes ASA’s ability to provide 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 CEO or designee shall ensure 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 ASA requirements for the position.

The CEO or designee may provide assistance and support to teachers holding preliminary credentials to help them meet the qualifications required for the clear credential.



## **BOARD POLICY – PERSONNEL**

### **Health Examinations**

#### **New Employees**

The CEO or designee shall ensure that new ASA employees comply with all the health examination requirements of California law.

In addition, the CEO or designee may require applicants for employment in classified positions to undergo a reemployment physical examination to show that they are physically able to perform the duties of specific jobs.

#### **Continuing Employees**

Continuing employees shall undergo periodic tuberculosis tests once every four years in accordance with law.

The ASA Board of Directors is concerned about the prevalence of tuberculosis in our community and may require continuing employees to undergo tuberculosis tests when warranted upon the recommendation of the local health officer.

Employees may be required to pass a physical and/or psychological examination any time such an examination appears necessary to preserve the health and welfare of ASA students and employees or to furnish medical proof of physical or mental ability to perform satisfactorily the assigned duties of an individual's position.

#### **Personnel Files**

The ASA Board of Directors recognizes the importance of keeping accurate personnel files. The CEO or designee shall establish and maintain electronic files for all employees and ensure confidentiality in accordance with law and collective bargaining agreements.

#### **Assignment**

In order to serve the best interests of students and the educational program, the ASA Board of Directors authorizes the CEO or designee to assign certificated personnel to positions for which their preparation, certification, professional experience and aptitude qualify them.

#### **Assignment to Courses/Classes**

The CEO or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials. The CEO or designee may assign a teacher, with his/her consent, to a position outside his/her credential authorization when specifically authorized by law or regulation.

The CEO or designee shall periodically report to the Board on teacher assignments and vacancies, including the number and type of assignments made outside a teacher's credential authorization through a local teaching assignment option.



## BOARD POLICY – PERSONNEL

### **Evaluation/Supervision**

The ASA Board of Directors believes regular, comprehensive evaluations designed to hold instructional accountable for their performance are key to improving their teaching skills and raising students' levels of achievement.

With the agreement of the exclusive representative of the certificated staff when applicable, the CEO or designee may incorporate objective standards from the National Board for Professional Teaching Standards and/or the California Standards for the Teaching Profession into ASA evaluation standards.

Evaluations shall be used to recognize the exemplary skills and accomplishments of staff and to identify areas needing improvement. When areas needing improvement are identified, the Board expects employees to accept responsibility for improving their performance and encourages them to take initiative to request assistance as necessary, including participation in appropriate staff development and/or individualized teacher support and guidance programs.

The evaluation of certificated employee performance shall not include the use of publishers' norms established by standardized tests.

The CEO or designee shall ensure evaluation ratings have uniform meaning and are uniformly applied throughout ASA.

The Board shall adopt evaluation criteria and procedures consistent with law. The CEO or designee shall ensure certificated employees have access to the ASA's written rules and regulations for the evaluation of their performance.

### **Resignation**

Any ASA employee who desires to resign their position shall submit, in writing, a formal letter, which indicates the date the employee intends as their last day at work. A written notice of resignation shall be filed with the CEO or designee. The ASA Board of Directors encourages employees to provide advance notice that is appropriate for the position they hold.

The effective date of the resignation shall be a date not later than the close of the school year during which the resignation is received.

The CEO or designee is authorized to accept the written resignation of any employee on behalf of the ASA Board of Directors, and the resignation shall be effective immediately on acceptance of the CEO or designee. A resignation presented to and accepted by the CEO or designee may not be withdrawn by the employee. If a certificated employee leaves ASA service during the school year without obtaining acceptance of his/her resignation, or if he/she leaves before the



## BOARD POLICY – PERSONNEL

effective date of the resignation, the CEO or designee may report this fact, with supporting evidence, to the California Commission on Teacher Credentialing.

The CEO or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

### **Suspension/Dismissal Procedures**

The CEO shall notify the Board whenever he/she believes there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges files by any other person.

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of its intention to suspend or dismiss him/her.

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, ASA shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665.

The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year.

Prior to serving a suspension dismissal notice that includes a charge of unprofessional conduct, the ASA shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice.

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally. Notices with a charge of unsatisfactory performance shall be given only during the instructional year and shall be served personally.



## BOARD POLICY – PERSONNEL

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by ASA rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee for his/her duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1, 44940)

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of ASA and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944.

### **Civil and Legal Rights**

The ASA Board of Directors believes the personal life of an employee is not an appropriate concern of ASA, except as it may directly relate to the employee's performance of his/her duty.

An employee's personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for any disciplinary action against the employee, provided that the beliefs or activities do not violate law, Board policy, or administrative regulations.

ASA shall make no inquiry concerning personal values, attitudes and beliefs of ASA employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. In addition, no ASA employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, ASA reserves the right to access any publicly available information about any employee.

No employee shall be disciplined or retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

When necessary to protect the health, welfare, or safety of students and staff, school officials may search ASA property under an employee's control.

### **Whistleblower Protection**

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by ASA or an ASA employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe the information discloses a violation of state or federal statute or a violation of or noncompliance





## BOARD POLICY – PERSONNEL

with a state or federal rule or regulation, he/she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity.

The CEO or designee shall prominently display a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General.

No employee shall use or attempt to use his/her official authority or influence to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity.

An employee who has disclosed improper governmental activity and believes that he/she has subsequently been subjected to acts or attempted acts of reprisal shall file a written complaint in accordance with ASA's complaint procedures. After filing a complaint with ASA, the employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against him/her, in accordance with Education Code 44114.

### **Protection Against Liability**

No employee shall be liable for harm caused by his/her act or omission when he/she is acting within the scope of employment or ASA responsibilities; when the employee's act or omission is in conformity with federal or state law, ASA policy, or administrative regulation; or when the employee's act or omission is in furtherance of an effort to control, discipline, expel, or suspend a student or to maintain order or control in the classroom or school.

The protection against liability shall not apply when:

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed.
2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.
3. The employee was not properly licensed, if required, by state law for such activities.
4. The employee was found by a court to have violated a federal or state civil rights law.
5. The employee was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.
7. The misconduct involved a sexual offense for which the employee has been convicted in a court.
8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.

### **Sexual Harassment**

Allegiance STEAM Academy (ASA) is committed to providing a work and educational atmosphere that is free of unlawful harassment. ASA's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed,



## BOARD POLICY – PERSONNEL

color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. ASA will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the ASA does business. This policy applies to all employee actions and relationships, regardless of position or gender. ASA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

### Prohibited Unlawful Harassment

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

### Prohibited Unlawful Sexual Harassment

In accordance with policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by ASA.

ASA is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.



## BOARD POLICY – PERSONNEL

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school and/or work environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director. See Appendix A for the “Harassment Complaint Form.” See Appendix B for the general “Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults; and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or



## BOARD POLICY – PERSONNEL

pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

ASA will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

### **Professional Standards**

The ASA Board of Directors expects ASA employees to maintain the highest ethical standards, exhibit professional behavior, follow ASA policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of ASA and advance the goals of ASA's educational programs. Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of ASA students.

The Board encourages ASA employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

### **Staff Conduct with Students- Boundaries**

The Board expects all employees to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. Inappropriate employee conduct shall include, but not be limited to, engaging in harassing or discriminatory behavior; engaging in inappropriate socialization or fraternization with a student; soliciting, encouraging, or establishing an inappropriate written, verbal, or physical relationship with a student; furnishing tobacco, alcohol, or other illegal or unauthorized substances to a student; or engaging in child abuse.

An employee who observes or has evidence of inappropriate conduct between another employee and a student shall immediately report such conduct to the CEO/Principal or designee. Any



## BOARD POLICY – PERSONNEL

employee who is found to have engaged in inappropriate conduct with a student in violation of the law or this policy shall be subject to disciplinary action.

### **Unauthorized Release of Confidential/ Privileged Information**

The ASA Board of Directors recognizes the importance of keeping confidential information confidential. Staff shall maintain the confidentiality of information acquired in the course of their employment. Confidential/privileged information shall be released only to the extent authorized by law.

### **Disclosure of Closed Session Information**

An employee shall not disclose confidential information acquired by being present during a closed session to a person not entitled to receive such information, unless the Board authorizes disclosure of that information.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. An employee who willfully discloses confidential/privileged information acquired during closed session may be subject to disciplinary action if he/she has received training or notice as to the requirements of this policy.

The ASA shall not take disciplinary action against any employee for disclosing confidential information acquired in a closed session, nor shall the disclosure be considered a violation of the law or board policy, when the employee is:

1. Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts necessary to establish the illegality or potential illegality of a board action that has been the subject of deliberation during a closed session
2. Expressing an opinion concerning the propriety or legality of board action in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action
3. Disclosing information that is not confidential

### **Other Disclosures**

An employee who willfully releases confidential/privileged information about the ASA, students or staff shall be subject to disciplinary action. No employee shall disclose confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the public records act, information that by law may not be disclosed, or information that may have a material financial effect on the employee. Any action by an employee which inadvertently or carelessly results in release of confidential/privileged information shall be recorded, and the record shall be placed in the employee's personnel file. Depending on the circumstances, the CEO or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.



## BOARD POLICY – PERSONNEL

### **Duties of Personnel**

The ASA Board of Directors recognizes the importance of having adequate job descriptions for every ASA employee. Student safety, the ASA's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The CEO or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the degree of responsibility the position entails, the type and extent of training required, and the position of the person to whom the employee reports. All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with Board policies, administrative regulations, applicable employee agreements, and local, state and federal laws.

### **Employees with Infectious Disease**

The ASA Board of Directors desires to promote the health of ASA students and staff in order to reduce absenteeism and enhance employee and student performance. The CEO or designee shall develop strategies to prevent the outbreak or spread of infectious diseases at ASA.

An infectious disease is one that is caused by a microorganism and is potentially transmittable to another individual, whether through airborne transmission, blood-borne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. A communicable infectious disease, such as influenza or chicken pox, is contagious and can be readily transmitted by infectious bacteria or viral organisms.

In accordance with law, job applicants shall be required to provide evidence that they are free of tuberculosis or any other communicable infectious disease prior to beginning employment.

To prevent the outbreak or spread of infectious diseases, the CEO or designee may provide infection prevention supplies and information to employees, including information about recommended vaccinations. Employees also shall observe universal precautions to avoid contact with potentially infectious blood or other bodily fluids.

Plans for addressing a communicable infectious disease outbreak, including, but not limited to, plans for addressing employee shortages during such an outbreak, shall be included in the ASA's Emergency Preparedness Plan.

### **Exposure Control Plan for Blood-Borne Pathogens**

The CEO or designee shall meet state and federal standards for dealing with Blood-borne pathogens and other potentially infectious materials in the workplace. The



## BOARD POLICY – PERSONNEL

CEO or designee shall establish a written Exposure Control Plan designed to protect employees from possible infection due to contact with blood-borne pathogens, including but not limited to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) and Hepatitis C Virus.

The CEO or designee shall determine which employees have occupational exposure to blood-borne pathogens and other potentially infectious materials. In accordance with the ASA's Exposure Control Plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The CEO or designee may exempt designated first-aid providers from pre-exposure Hepatitis B vaccination under the conditions specified by State Regulations.

### **Universal Precautions**

Universal precautions shall be observed throughout ASA to protect employees, students and any other persons in the school environment from contact with potentially infectious blood or other body fluids.

Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether blood-borne pathogens are known to be present.

Employees shall immediately report any exposure incident or first aid incident in accordance with the ASA's exposure control plan or other safety procedures.



## BOARD POLICY – PERSONNEL

### Staff Development

The ASA Board of Directors believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The CEO or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

ASA's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law. The Board believes that staff development should support school improvement objectives.

The CEO or designee shall ensure ASA meets its obligations related to the professional growth of individual teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities. The CEO or designee shall provide a means for continual evaluation of the benefit of these activities to staff and students.

### Complaints

The ASA Board of Directors recognizes the need to establish a process to allow employees and job applicants to have their concerns heard in an expeditious and unbiased manner. The Board expects employees will make every effort to resolve complaints and disagreements informally before to filing a formal complaint.

The Board prohibits retaliation against complainants. The CEO or designee may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.





## BOARD POLICY – PERSONNEL

### **Employee Safety**

The ASA Board of Directors is committed to maximizing employee safety and believes workplace safety is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful.

The Board expects all employees to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the CEO or designee. The CEO or designee shall promote safety and correct any unsafe work practices through education and enforcement.

The CEO or designee shall ensure the ready availability of first aid material at ASA shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness.

No employee shall be discharged or discriminated against for making complaints, instituting proceedings or testifying with regard to employee safety or health, or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7.

### **Employee Security**

The ASA Board of Directors desires to provide a safe and orderly working environment for all employees. When violence is directed against an employee and the employee so notifies ASA, ASA shall take steps to ensure that all appropriate legal measures are instituted. As part of the District's comprehensive safety plan, the CEO or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

The CEO or designee shall ensure employees receive notice, in accordance with law, regarding student crimes and offenses.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately. The CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the CEO or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on ASA premises.

The CEO or designee also shall ensure employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.



## BOARD POLICY – PERSONNEL

The CEO or designee may make available at appropriate locations, including, but not limited to, ASA offices, multi-purpose room, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

### **Reporting of Injurious Objects**

The Board requires employees to take immediate action upon being made aware that any person is in possession of an unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately call 911 and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.



## BOARD POLICY – PERSONNEL

### **Leaves**

The ASA Board of Directors shall provide for paid and unpaid leaves of absence in accordance with law and policy

The Board recognizes the following justifiable reasons for employee absence as follows:

1. Personal illness or injury
2. Industrial accident or illness
3. Family Care and Medical Leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations for classified staff and certificated management staff as applicable
8. Attendance at work-related meetings and staff development opportunities
9. Compulsory leave

### **Personal Illness/ Injury Leave**

Every certificated employee working five school days each week is entitled to 10 days' personal illness or injury leave of absence per school year with full pay. Such leave for employees working less than five days per week shall be proportionately less. Sick leave shall be credited at the beginning of the school year. Employees who do not complete a year of service will be charged for any unearned sick leave used as of the date of termination. Employees may use sick leave as provided for in this policy for absences due to pregnancy, miscarriage, childbirth and recovery.

The CEO or designee shall establish regulations requiring proof of illness or injuries reported by employees and specifying procedures by which such verification shall be made.

### **Family Care and Medical Leave**

The ASA Board of Directors shall grant family care and medical leave to eligible employees in accordance with current state and federal law. Employees taking this leave shall be reinstated in the same or a comparable position upon returning from family care leave, except as allowed by law.

Employees who take medical leave for their own serious health condition shall present certification from their health care provider to the effect that they are able to resume work.



## BOARD POLICY – PERSONNEL

### CLASSIFIED PERSONNEL

The primary role of classified personnel is to support and enhance the efforts of certificated personnel to achieve the purposes and goals of the schools adopted by the ASA Board of Directors. All personnel policies and regulations pertaining to classified personnel must be written in harmony with the primary role.

Each classified staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

The classified service shall consist of all employees in positions not requiring certification.

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. A job description shall be established for each position.

#### **Assignment**

Classified employees shall be assigned by their immediate supervisors with the approval of the CEO or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions.

# BOARD POLICY – STUDENTS

## Concepts and Roles

**Adopted:**  
XXX

The Board of Directors shall make every effort to maintain a safe, positive school environment and student services that promote student welfare and academic achievement. The Board expects students to make good use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others.

The Board is fully committed to providing equal educational opportunities and keeping the schools free from discriminatory practices. The Board shall not tolerate the intimidation or harassment of any student for any reason.

The CEO/Principal or designee shall establish and keep parents/guardians and students well informed about charter school rules and regulations related to attendance, health examinations, records, grades and student conduct. When conducting hearings related to discipline, attendance and other student matters, the Board shall afford students their due process rights in accordance with law.



# BOARD POLICY – STUDENTS

## Parents Rights and Responsibilities

**Adopted:**  
XXX

The Board of Directors recognizes that parents/guardians of ASA students have certain rights as well as responsibilities related to the education of their children.

The Board believes the education of ASA's students is a shared responsibility. The CEO/Principal or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school.

The CEO/Principal or designee shall ensure that ASA staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

The CEO/Principal or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

The CEO/Principal or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them.



## BOARD POLICY – STUDENTS

### Student and Family Privacy Rights

**Adopted:**  
XXX

The Board of Directors respects the rights of ASA students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. The CEO/Principal or designee shall develop regulations to ensure compliance with law when ASA requests, retains, discloses, or otherwise uses the personal information of its students and their families.

The regulations shall, at a minimum, address: (1) administration of surveys and physical exams/screenings, (2) the right of parents to inspect instructional materials, (3) the collection of personal information for marketing purposes, and (4) the notifications that ASA will provide to students and parents/guardians with respect to their privacy and opt-out rights. The CEO/Principal or designee shall consult with parents/guardians regarding the development of the procedures.



## BOARD POLICY – STUDENTS

### **Admission**

**Adopted:**  
XXX

#### **McKinney-Vento Homeless Assistance Act**

ASA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. ASA shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

#### **Non-Discrimination Statutes and Affirmations**

ASA shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. ASA may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

ASA shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

#### **Admission Process**

For admission to ASA, students must apply directly to the school. ASA will use an open enrollment admission policy for all California students, and will not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any other characteristics described in Ed Code 220. ASA will not charge tuition.





## BOARD POLICY – STUDENTS

ASA shall maintain complete and accurate records of its annual admissions and enrollment processes.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to ASA. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space. In the event that this happens, ASA will hold a public random drawing to determine admission for the impacted grade level, with the District-approved exemptions. Admission preferences in the case of a public random lottery will be given to the following students in the order below:

- a. Currently enrolled students (exempt from lottery);
- b. Siblings of currently enrolled students (exempt from lottery; the purpose of this exemption is to keep families together and is permissible if approved by the chartering authority pursuant to Education Code section 47605(d)(2)(B));
- c. Children of ASA staff and children of Founding Members and Founding Board of Directors combined (exempt from lottery; shall not exceed 10% of total enrollment);
- d. Children residing within CVUSD boundaries (2:1 weighting in lottery); and
- e. If ASA Thrive is physically located in the attendance area of a District public elementary school in which at least 50% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and students who reside in that elementary school attendance area will be given preference in accordance with Education Code Section 47605.3 (3:1 weighting in lottery).

These admissions preferences provide for siblings of current students to attend the ASA so as not to split families between various schools. For employees of ASA, these preferences would provide an opportunity for their children to attend ASA, while not exceeding 10% of the total enrollment. Preferences for siblings of students currently enrolled, staff member children, and children of Founder Members and Founding Board Members will help ensure buy-in and pride in the educational community.

ASA and the District shall mutually agree the preferences in the ASA public random drawing as listed above are consistent with Education Code Section 47605(d)(2), and applicable federal law and non-regulatory guidance.



## BOARD POLICY – STUDENTS

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall have 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 intent to enroll form and on ASA'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 lottery shall take place within one hundred twenty (120) calendar days of the closing of the open enrollment period. ASA will also inform parents 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. Families do not have to be present to participate in the lottery drawing. Those individuals whose names are drawn after all spaces have been filled shall be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list shall expire at the end of each school year. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school.

All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have five (5) business days from the date of first notification to respond. In addition, the school will attempt on at least one (1) additional occasion to contact the parent(s)/guardian(s) of students promoted from the waiting list during the five (5) day period. Those families not responding within the five (5) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at ASA at another time, must reapply.



## BOARD POLICY – STUDENTS

### Founding Members Group

The Founding Members of ASA Thrive will be comprised of a group of parents and community members that provide significant assistance initially in the development of the school. The group will also be instrumental in helping to foster a school environment that allows students to achieve high academic standards and become well prepared for their futures. Persons interested in being designated as Founder Members shall complete an interview process consisting of a formal application and interviews with the Board of Directors and CEO/Principal. The interview process will be used to determine each individual's commitment to the Allegiance STEAM Academy's vision, mission, and values as well as his/her ability to ensure the successful opening and operation of ASA Thrive. The selection of Founding Members must be completed at a meeting of the Board of Directors.

All Founders must be designated before the date of the school's initial lottery. Designation as a charter school Founder shall not be conferred upon anyone after the date of the school's initial lottery. Designation as a charter school Founder will not be conferred upon any individual due to financial donations to the school.

Founding Members will:

- Attend Founding Member Group meetings and/or functions;
- Serve on at least one major start-up committee;
- Participate and/or work at ASA Thrive fundraisers, information meetings, and enrollment sessions;
- Inform others about ASA Thrive;
- Stay informed of all activities pertaining to the Charter; and
- Inform others about ASA Thrive in a positive manner;

### Enrollment and Orientation

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements, e.g. birth certificate; and
- Release of educational records (from previous schools).

ASA shall provide orientation information to parents and students that explains the instructional program and policies, including, but not limited to the following:



## BOARD POLICY – STUDENTS

- Student behavior codes, including the suspension and expulsion provisions;
- Student dress codes;
- Student attendance policy;
- Parental involvement opportunities;
- Care of school property; and
- Commitment to the academic program.



# BOARD POLICY – STUDENTS

## Absences and Excuses

**Adopted:**  
XXX

The Board of Directors believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws, and may use appropriate legal means to correct problems of chronic absence or truancy.

### Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations.

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian.

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations.



## BOARD POLICY – STUDENTS

### Chronic Absence and Truancy

**Adopted:**  
XXX

The Board of Directors believes excessive absenteeism, if caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and lack of student engagement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by ASA Thrive.

The CEO/Principal or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout ASA Thrive. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for all ASA Thrive students and for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion in ASA Thrive's Local Control Accountability Plan and other applicable ASA Thrive plans.

The CEO/Principal or designee shall develop strategies focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The CEO/Principal or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

The CEO/Principal or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.



## BOARD POLICY – STUDENTS

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her out- of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

The CEO/Principal or designee shall periodically report to the Board regarding ASA Thrive's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to make changes as needed. As appropriate, the CEO/Principal or designee shall engage school staff in program evaluation and improvement and in identification of how to best allocate available community resources.

### **School Attendance Review Team**

In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SART).

ASA Thrive's SART shall operate in accordance with Education Code 48320-48325 and procedures established by the CEO/Principal or designee.



# BOARD POLICY – STUDENTS

## Grades/Evaluation

### Adopted:

XXX

ASA Thrive will employ Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- Gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- Shifts the focus to student growth over time; and
- Aligns with the school's personalized learning model in which students learn at their own pace and in their own style.

By using a standards-based grade book system, teachers will track student proficiency progress and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports every six (6) weeks based on student proficiency on grade level standards. The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards exceeding, meeting, nearly meeting, or not meeting state standards. Formative and summative tests, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing not meeting state standards will be invited to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

Students in all grade levels will receive letter grades to track their performance:





## BOARD POLICY – STUDENTS

- A = student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards
- B = student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C = student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D = student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F = student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards



## BOARD POLICY – STUDENTS

### Promotion/Retention

**Adopted:**  
XXX

To be considered for promotion to the next grade level, each student must meet rigorous annual academic standards. Instruction will accommodate the varying interests and growth patterns of individual students as well as the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

School administration will identify students who are at-risk of being retained as early as possible in the school year. Students who should be retained or are at risk of being retained will be identified on the basis of multiple measures, including but not limited to teacher and school assessments, grades, CAASPP scores, and other contributing factors. CAASPP summative test score results will not be the exclusive criterion for promotion or retention, pursuant to EC Section 60648. ASA Thrive will provide a large number of supports and interventions to students at risk of not being promoted. There will be frequent, ongoing communication between staff, students, and families so all stakeholders are aware of students' progress toward promotion.

ASA Thrive may retain or promote a student without parent or guardian approval. Parents may appeal the decision to the Board of Directors.



## BOARD POLICY – STUDENTS

### Student Records

**Adopted:**  
XXX

ASA Thrive shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of ASA Thrive records, including student records. These requirements include:

- ASA Thrive shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of ASA Thrive. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure;
- ASA Thrive's process for transferring student records to receiving schools shall be in accordance with CVUSD procedures for students moving from one school to another;
- ASA Thrive shall prepare and provide an electronic master list of all students to the CVUSD in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If ASA Thrive closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known;
- ASA Thrive must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. ASA Thrive will coordinate with the CVUSD for the delivery and/or pickup of student records;
- ASA Thrive must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing;
- ASA Thrive must provide to the CVUSD a copy of student attendance records, teacher gradebooks, ASA Thrive payroll and personnel records, and Title I



## BOARD POLICY – STUDENTS

records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance;

- ASA shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures; and
- ASA shall provide to the responsible person(s) designated by the governing board of ASA to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.



# BOARD POLICY – STUDENTS

## Awards for Achievement

**Adopted:**  
XXX

ASA Thrive believes that it is vital that students are recognized for their growth in and mastery of cognitive strategies, academic content, and character traits. Accomplishments will be recognized in a way that promotes future achievement and supports the mission of building the foundation for lifelong learning and success.

Awards assemblies will be both school wide and in the classroom and may include recognition of growth and mastery of:

- Statewide assessments (CAASPP, CAST, ELPAC, PFT, etc.);
- Common Core and Next Generation Science Standards in the classroom;
- Character trait development;
- Attendance patterns; and
- Homework completion.



# BOARD POLICY – STUDENTS

## Behavior Policy

**Adopted:**  
XXX

The behavior policy of ASA is designed to ensure that each student has the opportunity to learn in a safe and secure environment. ASA's goal is to develop responsible, respectful citizens. Each teacher will have standards for classroom behavior and an appropriate reinforcement system. These standards will be communicated to parents at the beginning of the year with reminders throughout the school year.

The school wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are disruptive. To achieve these goals, the following "Wolves Ways" will be established:

Trust your instincts

- Keep your den clean
- Stay on track
- Howl with your friends
- Be a leader

School staff will discuss and model these norms at grade level assemblies at the beginning of the school year. Students who consistently follow these rules will be rewarded on an individual and school wide basis.

Failure to follow these norms will result in the issuance of a Be Better slip requiring both parent and student signatures. Be Better slips will have an effect on report card grades in citizenship.

The trimester Citizenship grades will be determined by classroom behavior and the number of Be Better slips received:

- 0-1 slips = A
- 2 slips = B (Teacher contacts parents)
- 3 slips = C (Conference with teacher and establishing a Be Better Plan)
- 4 slips = D (Conference with administrator and establishing an administrative plan)
- 5 or more slips = F (Conference with administrator, follow-up on administrative plan, possible additional disciplinary action, including, but not limited to, in-school suspension)



## BOARD POLICY – STUDENTS

If a child receives an Office Referral, parents will be contacted. Some examples of reasons for receiving an Office Referral are:

- Violation of Technology User Agreement;
- Offensive Language;
- Fighting;
- Damaging School Property;
- Endangering Other Students;
- Cheating;
- Forging Signatures; and
- Inappropriate Physical Contact.

Any student who has received an Office Referral will not receive any grade above a “D” in Citizenship on his/her report card for that trimester. Any student who receives an In-School or Out-of-School Suspension will not receive any grade above an “F” in citizenship on his/her report card for that trimester. In all instances of disciplinary procedures and actions, the administration has final authority.



## BOARD POLICY – STUDENTS

### Bullying Prevention

**Adopted:**  
XXX

Allegiance STEAM Academy - Thrive believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance. In compliance with California Education Code Section 48900, ASA Thrive's Anti-bullying policy has been developed using evidence-based practices.

While ASA Thrive will make every effort to make every student feel welcomed and supported, we will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. In order to be considered bullying, the behavior must be aggressive and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying, including cyber-bullying, includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

ASA Thrive expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.





## BOARD POLICY – STUDENTS

ASA Thrive will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers will discuss this policy with their students in age-appropriate ways and will assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

ASA Thrive has adopted Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct, or “Wolves Way” includes

- Trust your instincts
- Keep your den clean
  
- Stay on track
  
- Howl with your friends
  
- Be a leader

The Wolves Way is implemented in every classroom with frequency, present in the culture and vernacular of the school, and adapted for age appropriateness. The Wolves Way establishes a positive school climate where empathy, acceptance and diversity are the foundation of the school environment.

When bullying does occur, the procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.



## BOARD POLICY – STUDENTS

- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.
- In compliance with California Education Code Section 48900, ASA Thrive administrators will investigate incidents of bullying and determine appropriate responses in an effort to maintain a safe learning environment for all.



## BOARD POLICY – STUDENTS

### Student Disturbances

**Adopted:**  
XXX

The Board of Directors desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Principal or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.



## BOARD POLICY – STUDENTS

### Positive School Climate

**Adopted:**  
XXX

The Board of Directors desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.



## BOARD POLICY – STUDENTS

### Health Care and Emergencies

**Adopted:**  
XXX

ASA shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of ASA each school year. ASA shall ensure that all staff members receive annual training on ASA's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. ASA shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

ASA shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of ASA. ASA shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CVUSD request.



## BOARD POLICY – STUDENTS

### Immunizations and Health Screening

**Adopted:**

XXX

ASA shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB). ASA shall maintain TB clearance records and certifications on file.

ASA shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. ASA shall maintain student immunization, health examination, and health screening records on file. Student immunizations must be up-to-date and as required by law. ASA shall adhere to the new laws regarding immunizations (Senate Bill to the extent applicable, which went into effect January 1, 2016:

- Prior to admission, parents must present proof of their child's immunization for polio, D.T.P., measles, mumps, rubella, Hepatitis B, Varicella (chickenpox) and any other immunizations required for enrollment in non--charter public schools;
- All incoming 7th grade students must additionally be immunized with a Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) vaccine booster; and
- Records of student immunizations will be maintained in the health office.



## BOARD POLICY – STUDENTS

### Child Abuse Prevention and Reporting

**Adopted:**  
XXX

ASA will adhere to the requirements of law regarding child abuse reporting. ASA shall provide all employees, and other persons working on behalf of ASA who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and *Education Code* Section 44691. As noted in the CDE notice dated September 1, 2017, ("Annual Mandated Reporter Training") the mandatory obligation to report abuse and neglect is crystal clear and must be followed by all required school personnel. ASA will utilize the updated, more effective online training modules. All certificates of completion of the online training program will be kept in each employee's personnel files.



## BOARD POLICY – STUDENTS

### Insurance

**Adopted:**  
**XXX**

No coverage will be provided to Allegiance STEAM Academy or ASA Thrive by the Chartering Agency under any of the Chartering Agency's self-insured programs or commercial insurance policies. ASA will secure and maintain, as a minimum, insurance as set forth below to protect ASA from claims which may arise from its operations.

It will be ASA's responsibility, not the Chartering Agency's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

ASA Thrive will maintain the following insurance policies:

1. Coverage of at least \$1,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of ASA, its Corporate Board of Directors, officers, agents, employees, or students. The policy will name the Chartering Agency as an additional insured on such policy.
2. Workers' Compensation Insurance, in accordance with provisions of the California Labor Code, to protect ASA from claims that may arise from its operations pursuant to the *Workers' Compensation Act* (Statutory Coverage). The Workers' Compensation Insurance coverage will also include Employers Liability coverage with limits of \$1,000,000 per occurrence, \$1,000,000 aggregate:
3. Crime policy coverage will be maintained by ASA to cover all ASA employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage will be \$50,000 per occurrence.
4. Professional Educators (Errors and Omissions) Liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$1,000,000 per occurrence.





## **BOARD POLICY – STUDENTS**

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary ad excess policies.

### **Evidence of Insurance**

Upon receipt from the insurance carrier, ASA will furnish to the Chartering Agency within thirty (30) days of all new policies inceptions, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier.



## BOARD POLICY – STUDENTS

Discipline: Suspension & Expulsion

**Adopted:**  
XXX

ASA shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

ASA shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

ASA shall ensure that its staff is knowledgeable about current policies, including Student Conduct, Student Discipline, and Student Suspension and Expulsion/Due Process.

ASA shall be responsible for the appropriate interim placement of students during and pending the completion of ASA student expulsion process and shall facilitate the post-expulsion placement of expelled students.

ASA shall document and implement the alternatives to suspension and expulsion that ASA utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.



## BOARD POLICY – STUDENTS

Discipline: Students with Disabilities

**Adopted:**

XXX \

ASA shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, ASA shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, ASA shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and ASA, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, ASA’s administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student’s disability?
- Was the misconduct a direct result of ASA’s failure to implement 504?



## BOARD POLICY – STUDENTS

### Suspension & Expulsion

**Adopted:**  
XXX

ASA espouses a policy of positive reinforcement, intervention and social and emotional support to elicit positive behavior from students. All measures will be taken to find alternatives to suspension, especially when behavior issues are related to low academic achievement and attendance related concerns through intervention. The counselor parental communication will help prevent suspensions and other disciplinary actions. Professional development for faculty and staff will include strategies to encourage responsible student behavior and make punitive measures unnecessary.

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 ASA. In creating this policy, ASA 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.* ASA 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 regular classroom instruction. This policy shall serve as ASA'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 meet legal requirements. ASA Thrive 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.

ASA Thrive administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the CEO's office.

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



## BOARD POLICY – 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; and/or d) during, going to, or coming from a school-sponsored activity.

### 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 or 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.



## BOARD POLICY – STUDENTS

- 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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- 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, or both.
- 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.



## BOARD POLICY – STUDENTS

- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” will 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 will apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will 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 will 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 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:



## BOARD POLICY – STUDENTS

- 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 ASA Thrive.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- 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 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 will 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





## BOARD POLICY – STUDENTS

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 will be subject to discipline pursuant to subdivision (1)(a).

- 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 CEO/Principal 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 CEO/Principal 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 or 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.



## BOARD POLICY – STUDENTS

- 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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- 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, or both.



## BOARD POLICY – STUDENTS

- 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 terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” will 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 will apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section will 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



## BOARD POLICY – STUDENTS

of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section will apply to pupils in any of grades 4 to 8, 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 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 ASA Thrive.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - 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.



## BOARD POLICY – STUDENTS

- b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph 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 will 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 will be subject to discipline pursuant to subdivision (3)(a).
- 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 CEO/Principal 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 CEO/Principal or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the



## BOARD POLICY – STUDENTS

United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student will be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.



## BOARD POLICY – INSTRUCTION

### Concepts and Roles

#### **Adopted:**

XXX

The Board of Directors desires to provide a comprehensive, research-based curriculum that motivates every student to succeed. Allegiance STEAM Academy Thrive's educational program shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school and develop to their full potential.

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement. Equally, students who need additional challenge shall be provided such.



## BOARD POLICY – INSTRUCTION

### Academic Standards

#### **Adopted:**

XXX

Allegiance STEAM Academy-Thrive will provide a rigorous, student-centered learning environment focused on preparing our students for success in college and career choices and maintaining strong ties to their community. All students will be held to high academic and behavioral standards and perform community service. ASA Thrive will combine the pursuit of academic excellence with social responsibility to develop students who are intellectually strong and contributing citizens. We will build an academic program that is developmentally appropriate and builds a strong foundation in STEAM and literacy, while providing our students with opportunities to build relationships, foster a love of learning, and develop a strong self-identity.

Academic learning at ASA Thrive will be guided by the Common Core and Next Generation Science Standards and implemented through engaging whole and small group instruction. ASA Thrive will develop yearlong pacing guides focused on teaching grade-level standards to mastery. Data will drive instruction at every step. We will use intervention and accelerated groups to ensure all students are challenged and supported within their zones of proximal development.

Success for ASA Thrive students will only come through a focus on high-quality instruction and the development of effective study skills. ASA Thrive has determined we must ensure our students are adequately prepared in the following cognitive strategies.





## **BOARD POLICY – INSTRUCTION**

### **Parent Involvement**

#### **Adopted:**

XXX

ASA Thrive recognizes parents and guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. ASA Thrive will maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program. We will engage with families in a variety of manners, including conferences, family forums, Coffee with the Principal, newsletters, emails, social media, website, and phone calls.

Parents will have a multitude of ways in which to engage with the school, including:

- Volunteering in the classroom and at school-sponsored events;
- Attending Back to School Night, Open House, parent/teacher conferences, awards assemblies, and other school events; and
- Ensuring their child's attendance at school on a daily basis.

### **School Site Council**

The ASA Thrive School Site Council (SSC) will be established to further the involvement of parents and guardians in their children's educational program as a parent/faculty advisory board. This committee will be made up of ten (10) members: four (4) parents/guardians, two (2) teachers, two (2) classified staff members, and two (2) students – the current ASB President and Vice President. The responsibilities of this committee include:

- Providing the Board of Directors with advice on matters important to the successful operation of the school;
- Providing a clear voice to specific needs that might arise at the school-site; and
- Contribute to sound decision-making at all levels of the school.

### **Parents and Community for Kids (PACK)**

All parents/guardians, as well as staff, will be automatic members of the PACK. The PACK's focus will be on school-wide activities and events that promote the vision and mission of ASA Thrive and encourage a positive, family-oriented school climate.

The purpose of the PACK will be to:

- Unite the home and school;



## BOARD POLICY – INSTRUCTION

- Provide students with the best academic, physical and social education available;
- Develop, promote, and evaluate educating initiatives;
- Collaborate with stakeholders on annual LCAP process and school-wide needs, assessment, and school policy development;
- Establish and maintain partnerships with the community; and
- Regularly consult with parents/guardians under the direction of the Principal regarding the school's educational program.

The PACK Board will be comprised of members that are elected to their positions each year. An administrator will also serve on the Board. The Board will meet on a regular basis on planning and coordinating activities for parent involvement. They will meet with various parents to provide the direction for successful completion of these events.

The goal of the PACK is to ensure the most beneficial environment in support of student academic success. This will be accomplished through a variety of events, activities, and programs, such as:

- Family Fun Nights;
- Jog-a-thon;
- Student recognition ceremonies;
- Community service projects;
- Literature Day;
- Staff recognition; and
- Walk Through Presentations.

Prospective students and their parents/guardians will be encouraged to attend an in-service (i.e. web based or in-person) that will be available in both English and Spanish regarding the school's instructional and educational philosophy, prior to the beginning of each year. Families who enter the school after the beginning of the calendar year will be presented with this information from school leadership personnel. School personnel will make outreach through digital and written communication. Each family will be also be given an Allegiance STEAM Academy Student/Parent Handbook, outlining the parent and student-related policies and procedures.



## BOARD POLICY – INSTRUCTION

### School Calendar

**Adopted:**

XXX

The Board shall adopt a calendar that meets the requirements of law as well as the needs of the community, students, and the work year. As appropriate, the CEO/Principal or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support ASA Thrive's goals for student achievement.

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, minimum days, vacation periods, and other pertinent dates.

ASA Thrive shall offer no less than the minimum number of days of instruction for charter schools.

Staff development days shall not be counted as instructional days.

Notification of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the CEO/Principal or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day.



## BOARD POLICY – INSTRUCTION

### School Day

#### **Adopted:**

XXX

In California, there are both required and recommended actions regarding courses of study and the instructional time needed to deliver them to elementary and secondary students. In the absence of either the Education Code or a recommendation from the State Board of Education (SBE) and the California Department of Education (CDE), external recommendations from national subject-area associations are given as guidelines.

ASA Thrive will have the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be embedded throughout the instructional program. ASA Thrive may utilize the CDE and National Subject-Area Associations' recommendations for instructional time. The law does not require a specific number of minutes of English Language Development for English Learners (EL) in charter schools.

ASA Thrive students will receive, at a minimum, the number of instructional minutes for the school year as required by Education Code Section 47612.5, as may be amended by the Legislature. ASA Thrive will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- To pupils in kindergarten: 36,000 minutes;
- To pupils in grades 1 to 3, inclusive: 50,400 minutes; and
- To pupils in grades 4 to 8, inclusive: 54,000 minutes.

### **A Typical ASA Thrive Day**

Every minute of instructional time will be maximized at ASA Thrive. The daily schedule is designed to develop well-rounded students with strong skills in a wide variety of content areas. The schedule is designed to create a well-rounded student, with time for core subject instruction as well as art, music, and physical education which ASA Thrive believes are essential to build upon students' natural talents. Additionally, time for explicit instruction of the school's values will be scheduled once a week during a school-wide or classroom based assembly focusing on character development.

Students begin arriving at school at 8:00 a.m. and are greeted by an Administrator or other staff members. The school environment allows teachers to be active on campus, monitoring behavior and making connections with students and families. The song of the week will play and signal the line-up procedures at the beginning of the day. Our master schedule is designed to meet the needs of our students. Our curriculum and focus on the



## **BOARD POLICY – INSTRUCTION**

State Standards (CCSS, NGSS, and CA content standards) provide a rigorous and well-rounded education. In order to ensure our students are successful, we will incorporate interventions into our daily schedule, including reading and math support and an Advisory period for middle school students. Our Advisory period will allow students to create a one-on-one relationship with their teacher and be a conduit for leadership, character development, self-awareness, goal setting, and conflict resolution.

In each classroom, students will be taught by a highly qualified teacher, who will utilize a variety of instructional techniques to ensure students understand and master the material. Every classroom will be named after a university to remind teachers, students, and families the time students spend in these classrooms will pave the way for them to attend and graduate from college.



## BOARD POLICY – INSTRUCTION

### Curriculum

#### **Adopted:**

XXX

ASA Thrive will be a student-centered school. Instruction will be delivered in a number of ways based on the way students learn best. Materials to support the educational program will reflect the ASA Thrive’s philosophy that learning best occurs in a setting that is personalized, differentiated, and relevant to students. Our standards--based curriculum will provide the specific content in each essential subject area, aligning with the State Standards: Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“ELA/Literacy”) and Mathematics; Next Generation Science Standards; and all other California content standards.

All students will take courses that are high school-preparatory and are aligned with the State Standards. Because our educational program will emphasize regular formative assessments and the use of data to increase student achievement, our pacing plans will guide and define the scope and sequence of all courses. ASA Thrive will emphasize Math, Science, English Language Arts, and Social Studies, as well as a variety of non-core courses to provide opportunities for students to receive enrichment, including music, drama, art, and world language.

ASA Thrive will select and utilize curricular materials due to their comprehensive nature and alignment with the California Common Core Standards for ELA and Math, the Next Generation Science Standards, and California Content standards for all other applicable subjects. Each program will include teaching approaches to differentiate instruction and meet the needs of English Learners, students who are performing below grade level, and students who are performing above grade level. Transitional kindergarten will follow a modified curriculum for core academic content that is age and developmentally appropriate. It will be aligned to the California Preschool Learning Foundations in order to develop the appropriate knowledge and skills for TK students.



## BOARD POLICY – INSTRUCTION

### English Language Arts/Literacy Instruction

#### **Adopted:**

XXX

ASA Thrive is committed to providing all students with the knowledge of literature, informational text, foundational skills, writing, speaking, and listening. These are the necessary skills in the language arts in order for students to become fully literate members of society. In addition to designated language arts class time, instruction in reading, writing, speaking, and listening will take place throughout the day in every discipline.

There will be an emphasis on informational text at all grade levels, especially in the upper elementary and middle school grades. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature.

We will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The chosen curriculum will have a heavy focus on sentence structure, basic grammar, and paragraph formation. Students will complete daily oral language activities to support the development of grammar skills. Extensive prewriting, drafting, revising, and editing will take place on all pieces of formal writing. ASA Thrive students will be able to produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics will ensure students are fluent readers able to analyze text using explicit comprehension strategies.

The ELA curriculum will be comprised of a comprehensive and balanced reading program. Students will be offered a well-rounded approach through textbooks and supplemental texts. Our students will be immersed in an intensive literacy program, featuring Reader's Workshop, Writer's Workshop, Phonics, and Close Reading protocols. We will focus on authentic reading and writing experiences, motivating our students to read and write about themselves, their lives, and their experiences. Our language arts curriculum will utilize adopted textbooks, teacher-created curriculum and a variety of supplementary resources to enhance student learning, including leveled libraries and guided reading, trade books, primary historical documents, and non-fiction texts and periodicals.



## BOARD POLICY – INSTRUCTION

### Mathematics Instruction

**Adopted:**

XXX

Our math program will be entirely aligned with the CCSS and include a multi-disciplinary approach to ensure we connect mathematics instruction to science, technology, and engineering concepts.

ASA Thrive will prepare all students to master the CCSS in mathematics with a goal of all students showing proficiency in Integrated Math I in 8th grade. Our curriculum will be vertically aligned and spiraled through each grade level, ensuring that students develop fluency in basic computational skills, develop an understanding of mathematical concepts, solve simple and complex mathematical problems, and reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.





## BOARD POLICY – INSTRUCTION

### Science Instruction

#### **Adopted:**

XXX

ASA Thrive will provide its students with a well--balanced rigorous program based upon the Next Generation Science Standards. ASA Thrive will provide students with the experiences and knowledge that will lead to a disciplined approach to the continued study of the natural world. The course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at a mastery level. ASA Thrive will provide grade level appropriate instruction and opportunities for guided exploration in the three dimensions of the NGSS: science and engineering practices, disciplinary core ideas, and crosscutting concepts.

Students will be able to meet all grade-level Performance Expectations by understanding and practicing the behaviors scientists and engineers engage in, describing the core ideas in the science disciplines, and mastering the concepts linking the different domains of science. ASA Thrive will instruct students in grades K-5 on the required grade level standards in order to demonstrate proficiency by the end of the year. Students in grades 6-8 will receive instruction on the middle school standards using discrete yet connected modules. All instruction will focus on the four domains of the NGSS:

- Physical Science;
- Life Science;
- Earth and Space Science; and
- Engineering, Technology, and Applications of Science.

The ASA Thrive science curriculum will be aligned to NGSS. Students will have the opportunity to integrate knowledge and skills from the other disciplines (e.g. language arts, mathematics) in their study of science. Assessments of knowledge, understanding, and skills will occur frequently through observation of student demonstrations, discussions, and presentations, written tests, research papers, and projects. Opportunities such as field trips will enhance the students' understanding, curiosity, and appreciation of science in the world around them. Designated instruction in the STEAM Lab will allow students additional time to experience hands-on learning and doing.



## BOARD POLICY – INSTRUCTION

### History/Social Science Instruction

**Adopted:**

XXX

ASA Thrive will provide its students with a well-balanced rigorous program based upon the California History-Social Studies Content Standards. The program will provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Teachers will draw upon anthropology, economics, geography, history, political science, psychology, and sociology to ensure critical thinking skills and content knowledge are appropriately developed. We want to allow students to understand historical facts in addition to common and complex themes throughout history. This will allow students to make connections among their own lives and the past and future. Staff will select an appropriate textbook series along with supplemental supports include historical novels, web-based information, and primary sources. Teachers will expect students to master the key concepts and vocabulary, and will also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes will be fast-paced and teachers will work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.



## BOARD POLICY – INSTRUCTION

### Visual and Performing Arts (VAPA) Instruction

**Adopted:**

XXX

Visual and Performing Arts will be incorporated throughout the ASA Thrive academic program to aid in students' development of aesthetic appreciation and the skills of creative expression.

Students will receive explicit instruction during designated times in Music and Drama. Music instruction will focus on the understanding of musical concepts, including facilitating students in applying connections, relationships, and applications as they creatively express their knowledge and artistic perception. Students will learn to read, annotate, and analyze aural information while using the terminology of music across subject areas. Choir will be offered to students at multiple grade levels. Drama instruction will focus on public speaking, collaboration, team building, artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships, and applications. In addition, students will also hold at least one production each school year, creating props, costumes, masks, and sets, as well as the theatrical experience of developing the roles and responsibilities of actors and audiences. Art instruction will take place in the general classroom in order to broaden students' understanding of colors, design, principles, and art appreciation. Creative expression will be strongly encouraged throughout instruction, and students will identify the elements of art in objects in nature, in the environment, and in works of art emphasizing line, color, shape/form, and texture.



## BOARD POLICY – INSTRUCTION

### World Language Instruction

**Adopted:**

XXX

ASA Thrive is committed to exposing students to a course of relevant, engaging, and comprehensive world language options. Multiple studies show the correlation between foreign language study and performance on standardized tests. A seminal work by Scott Olsen and Lionel Brown showed that, through analysis of over 17,000 students, those who studied a foreign language consistently scored higher on ACT English and mathematics components than did students who did not study a foreign language. ASA Thrive strives to position students for success by understanding other cultures, developing a marketable skill set, enhancing listening and speaking skills in both a foreign and native language, increasing creativity, and respecting different perspectives. Languages taught by World Language Instructors may include, but is not limited to, Chinese, Spanish, and American Sign Language.



## BOARD POLICY – INSTRUCTION

### Physical Education Instruction

**Adopted:**

XXX

ASA Thrives will have a physical education curriculum that reflects California State Standards and teaches students about a fit and healthy lifestyle. All students will have physical education classes with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum will prepare students for the California FitnessGram Physical Education test, and also teach students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play. A variety of activities will be used to improve physical strength, health, and endurance. Activities will be selected with the goal of developing each student physically, emotionally, and mentally. Some of these include 100 Mile Club, Track Team, Spirit Squad, and Dance Team.



## BOARD POLICY – INSTRUCTION

### STEAM Lab Instruction

**Adopted:**

XXX

The ASA Thrive STEAM Lab will be a makerspace, a collaborative work space that students use for making, learning, exploring and sharing using high tech to no tech tools. Students will be exposed to multiple forms of learning and creating that align to State Standards, especially the Next Generation Science Standards. Standards will be guided by the STEAM Lab teacher to design, create, and master projects that align to relevant classroom learning. Students will be exposed to making podcasts, videos, rockets, architectural renderings and buildings, photography exhibits, and annual STEAM Fair projects. The STEAM Lab will provide hands-on experiences to students in order to develop critical thinking skills, interest in STEAM career fields, collaboration, and planning and editing skills.



## BOARD POLICY – INSTRUCTION

Homework

**Adopted:**  
XXX

ASA Thrive recognizes that homework contributes toward building self-motivated, competent, and lifelong learners. Homework completion directly influences student mastery of standards as well as reinforcement of learning objectives and study skills.

ASA Thrive stakeholders will view homework as a routine and important part of students' daily lives. Homework is a teacher-planned assignment that will reinforce classroom learning, develop skills, expand on students' school experience, and encourage family participation.

We believe that independent reading significantly influences reading performance.

Therefore, it is highly suggested that transitional kindergarten through third grade students read at least 15 minutes every day, students in grades four through six read 20 minutes, and students in grades seven and eight grade read at least 30 minutes, in addition to the regularly assigned homework.



## BOARD POLICY – INSTRUCTION

### Grading

#### **Adopted:**

XXX

ASA Thrive will employ Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive's mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school's personalized learning model in which students learn at their own pace and in their own style.

By using a standards-based grade book system, teachers will track student proficiency progress and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports every six (6) weeks based on student proficiency on grade level standards. The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards exceeding, meeting, nearly meeting, or not meeting state standards. Formative and summative tests, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing not meeting state standards will be invited to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

Students in all grade levels will receive letter grades to track their performance:





## **BOARD POLICY – INSTRUCTION**

- A = student exceeds grade level standards, demonstrating broad and in--depth understanding of complex concepts and skills embedded in the standards
- B = student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C = student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D = student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F = student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards



## BOARD POLICY – INSTRUCTION

### State Academic Achievement Tests

**Adopted:**

XXX

The Board of Directors recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The CEO/Principal or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

The Board strongly encourages all students at the applicable grade levels to participate in the state assessments in order to maximize the usefulness of the data and enable ASA Thrive to meet participation levels required for state and federal accountability systems. The CEO/Principal or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

The Board shall annually examine state assessment results by school, grade level, and student subgroup as one measure of ASA Thrive's progress in attaining its student achievement goals and shall revise the local control and accountability plan and other plans as necessary to improve student achievement for underperforming student groups.



## BOARD POLICY – INSTRUCTION

### Student Use of Technology

**Adopted:**

XXX

Technology Instruction includes typing, Internet-based research, and computer program instruction (Microsoft Office, email, Google Drive, etc.). Students will learn to present information using a multimedia format. Students will learn to complete homework, as well as formative and summative assessments, online.



## BOARD POLICY – INSTRUCTION

### Identification and Evaluation of Individuals for Special Education

#### **Adopted:**

XXX

ASA Thrive recognizes its responsibility to enroll and support students with disabilities who can benefit from its program and who otherwise qualify for enrollment and pledges to seek membership in and work in cooperation with a SELPA to ensure that a free, appropriate education is provided to all students with exceptional needs. ASA Thrive 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 (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA).

ASA Thrive will implement a collaborative model between special and regular education teachers. Special education teachers will, when appropriate, work in regular classrooms to provide additional support for students with disabilities. The Special Education program at ASA Thrive will be known as The Think Tank. ASA Thrive believes in the empowerment all students, but especially those with disabilities. Rebranding our Special Education program The Think Tank places a positive connotation on the word, the classification, and the program. The Think Tank will be run as an inclusion model, utilizing collaborative/co-teaching methodology through the IEP team decision-making process.

Pursuant to Education Code section 47641, ASA Thrive shall participate as a local educational agency in a special education plan approved by the State Board of Education and shall be deemed a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. ASA Thrive administration shall comply with applicable law and the published policies of the SELPA of which it is a member, currently expected to be the El Dorado County Charter SELPA.

ASA Thrive will 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 will utilize appropriate SELPA forms. ASA Thrive may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. All Special Education services at ASA Thrive will be delivered by individuals or agencies qualified to provide Special Education services as required by California's Education Code and the IDEIA.

ASA Thrive will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ASA Thrive will be accessible for all students with disabilities.



## **BOARD POLICY – INSTRUCTION**

In accordance with state and federal law, all students with disabilities will be fully integrated into the programs of ASA Thrive, with necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending ASA Thrive is properly identified, assessed and provided with necessary services and support.

ASA Thrive will meet all the requirements mandated within a student's Individualized Education Program (IEP). The school will seek to include all students in the general education setting to the maximum extent appropriate according to their IEPs. However, if the student's needs, as documented on the IEP, require a program other than inclusion, the school may work with the school district, County Office of Education, and/or its SELPA to provide appropriate placement and services.

ASA Thrive will administer all aspects of IEPs to enable students with disabilities to be successful, including the appropriate classroom modifications, strategies, and techniques.

### Identification and Referral

ASA Thrive understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. A student shall be referred for special educational instruction and services only after the resources of the regular education program through the SST process have been considered and used where appropriate. The SST team will identify a brief reason for the referral and a description of the regular program resources that were used for the student. A possible exception to this protocol would be students with severe disabilities for whom the SST process would delay obviously needed Special Education services. Parent notification and request for special education testing and evaluation will trigger legal timelines, and ASA Thrive will follow all legal and SELPA mandates for a timely response.

ASA Thrive shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability, including complying with Child Find laws and policies.

### **Evaluation**

As an LEA member of a SELPA, ASA Thrive will be responsible for all practices related to the assessment of students for Special Education services in accordance with SELPA



## **BOARD POLICY – INSTRUCTION**

policy and applicable law. Before the initial provision of special education and related services to a student with a disability, ASA Thrive shall conduct a full and individual initial evaluation of the student. ASA Thrive will determine what assessments, if any, are necessary and will arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. ASA Thrive will obtain parent/guardian consent to assess its students.

ASA Thrive will provide a proposed evaluation plan within 15 days of the initial referral or request. This 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed plan will include the information deemed necessary in accordance with the SELPA's general practice and procedure and applicable law. The parent(s)/guardian(s) shall have at least 15 days to decide whether or not to consent to the initial evaluation after receiving the proposed evaluation plan. The assessment will be completed and an Individualized Education Program (IEP) meeting will be held within 60 days of receipt of the parent's written consent for assessment.

ASA Thrive will utilize a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. Other information used to make the determination as to whether the student is a student with a disability includes parent evaluation and information, assessment data, and teacher and staff observations. The evaluation shall not use any single measure or assessment as the sole determinant of whether a student is a student with a disability or the appropriate educational program for the student.

### **Placement of New Charter School Students**

If a student enrolls at ASA Thrive with an existing IEP, ASA Thrive will notify the SELPA (where applicable according to SELPA policy) within five days. An IEP meeting will be convened within 30 days to review the student's existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, ASA Thrive will work with the SELPA to implement the existing IEP at ASA Thrive or as otherwise agreed to by the parent/guardian.



## **BOARD POLICY – INSTRUCTION**

ASA Thrive will comply with Education Code Section 56325 and paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code with regard to students transferring into ASA Thrive within the academic school year.



## BOARD POLICY – INSTRUCTION

### Identification and Education Under Section 504

**Adopted:**

XXX

ASA Thrive believes all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. ASA Thrive will ensure that qualified students with a disability be provided an equal opportunity to participate in any and all programs of ASA Thrive, including non-core courses, extracurricular activities, field trips, sports and clubs, and other non academic programs. Qualified students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.

The Director of Educational Programs will serve as the 504 Coordinator. A parent/guardian, teacher, staff member, or community agency may refer a student to the 504 Coordinator for identification as a student with a disability under Section 504. If an evaluation is determined necessary, the Director of Educational Programs will assemble a 504 team that includes the parent(s)/guardians(s), the student (where appropriate) 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 will be responsible for making a determination as to whether an evaluation for 504 services is appropriate.

The final determination of whether the student is eligible for accommodations under Section 504 must be 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 eligible, the team will meet to develop a written 504 services plan to specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives a Free Appropriate Public Education (FAPE).





## **BOARD POLICY – INSTRUCTION**

### Transitional Kindergarten

#### **Adopted:**

XXX

The Board of Directors desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond. Transitional kindergarten will begin in the 2019-2020 school year.

ASA Thrive's transitional kindergarten shall be the first year of a two-year kindergarten program.

The Board encourages ongoing collaboration among staff, teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

#### **Eligibility**

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

#### **Curriculum and Instruction**

Transitional kindergarten will follow a modified curriculum for core academic content that is age and developmentally appropriate. It will be aligned to the California Preschool Learning Foundations in order to develop the appropriate knowledge and skills for TK students.

Transitional Kindergarten (TK) students will be exposed to the Common Core and Next Generation Science Standards using developmentally appropriate instruction. Learning experiences will also include experimental and hands-on activities in real-context. TK students will be assessed using observations in different context throughout their daily routine and teacher data gathered from



## BOARD POLICY – INSTRUCTION

### Gifted and Talented Student Program

#### **Adopted:**

XXX

ASA Thrive's curriculum and instruction will provide the appropriate differentiated instruction for students of varying ability levels, including gifted or talented students. While we anticipate that most students' needs are addressed by the wide variety of school-wide supports already in place, ASA Thrive is committed to working with students who are performing above grade level to help them achieve at expected levels and continuously grow and be challenged. A combination of teacher reporting, test scores, academic benchmarks and developmentally appropriate milestones will be used to assess whether a student is deemed academically high achieving.

All students at ASA Thrive will be valued for their individualism and their interests and passions will be cultivated. Teachers will work together to develop students' academic achievement and address their learning profiles and specific talents. The staff will be trained to identify students who are gifted and talented and ways to best support them.

Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and STEAM Lab projects. Flexible grouping will allow more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level. GATE students will be given complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum. These assignments will include virtual lesson extensions, more in-depth explanations, further articles and information on topics, material requiring a higher reading level and additional problem sets.

Differentiated instruction will enable teachers to create assignments that are not only meaningful to each student, but ensure that high-achievers receive a workload commensurate with their abilities. Novels chosen for small group discussions will be leveled to provide more in-depth analysis for the more able students. Open-ended assignments will provide an opportunity for gifted students to add breadth and depth to their learning. GATE students or those performing above grade level will be given the opportunity to engage in independent and guided project-based learning, discovery learning, individual and group inquiry projects, and opportunities to present to or teach the class.



## BOARD POLICY – INSTRUCTION

### English Learners Student Program

#### **Adopted:**

XXX

ASA Thrive will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. We will implement policies to assure proper placement, evaluation, and communication between parents, students, and counselors regarding EL students and the rights of students and parents.

The home language survey will be given upon a student's initial enrollment into ASA Thrive. All students who indicate that their home language is one other than English and have not completed California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) testing will be initially administered the ELPAC within 30 days of enrollment. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, teacher qualifications and training, reclassification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. ASA Thrive will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents.

All EL students will meet at least twice per school year with the Director of Educational Programs to review their progress and coordinate a plan for success. For younger students, parents, the classroom teacher and the Director of Educational Programs will work together to establish a set of benchmarks relevant for each student and their individualized language acquisition needs. Interventions will depend on the student's language skills in their native language, as well as their English comprehension. When feasible, students will have a mentor student with whom they will work to improve their English language acquisition. Peer to peer learning represents a key component of the ASA Thrive's approach to learning. EL students will work with peers and professionals alike to improve their proficiency, while offering their home language knowledge as an example of cultural diversity.

ASA Thrive will develop and implement an EL Master Plan for the support of students requiring academic assistance to meet school curriculum and assessment requirements. The 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



## **BOARD POLICY – INSTRUCTION**

revisions as required. Instruction will be differentiated to address the needs of English Language Learners, emphasizing the three areas designated by CDE: listening and speaking, reading and writing.

ASA Thrive will provide high quality professional learning opportunities for all its educators to ensure that every English learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards.

Professional development will be focused on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all EL students can meet the CA ELD Standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as GLAD and SDAIE.

EL students will be served through a variety of programs designed to meet their needs. These Structured English Immersion and English Language Mainstream. These programs will be built into the school's master schedule and take place within the school day by staff with the appropriate authorizations.

### **English Learner Advisory Committee**

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.

### **Instruction and Intervention**

ASA Thrive will provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to ASA Thrive's academic core curriculum. ASA Thrive will follow all applicable laws in serving its EL students, including full inclusion in the classroom, and as needed, small group instruction, and/or individual instructional customization in the classroom, providing instruction to students with beginning to advanced proficiency, up until the time of reclassification.

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



## BOARD POLICY – INSTRUCTION

Language Mainstream (ELM). ASA Thrive will use ELPAC results and criteria to 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.

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 be 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;



## **BOARD POLICY – INSTRUCTION**

- 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;
- Grouping students by English development level and specific needs;
- Providing intensive intervention programs, including The Bridge (targeting ELA/Literacy) and College Prep (targeting specific reporting strands in ELA/Literacy);
- 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.

ASA Thrive will continually monitor the effectiveness of instruction and intervention and provide updates to the ELAC and greater community. Information used to assess the quality of the EL program shall include:

- The progress of EL students towards proficiency in English;
- The number of EL students reclassified as fluent English proficient;
- The number of EL students who are or at risk of being classified as long--term English learners (LTEL); and
- The achievement of EL students on CAASPP and other standardized tests.

### **Reclassification Procedures**

ASA Thrive will annually reclassify English Learner students on multiple criteria. To be reclassified, the student must score Early Advanced or Advanced (with no sub-skills scoring less than Intermediate in reading, writing, language, and speaking) on the ELPAC, meet the state requirements on state mandated assessments (CAASPP), meet observation criteria from classroom teacher, and receive a 3 or better on a 4-point writing assessment to be sufficiently fluent in oral and written English. In addition, parents must be involved in consultation and approve the reclassification.



## BOARD POLICY – INSTRUCTION

### Students At Risk of Not Meeting Grade Level Requirements

#### **Adopted:**

XXX

ASA Thrive is committed to working with students who are achieving below grade level to help them achieve at high levels. Support systems for academically low-achieving students begin with identifying at risk populations. A combination of teacher reporting, test scores, academic benchmarks, and developmentally appropriate milestones will be used to assess whether a student is deemed academically low achieving.

Teachers will receive extensive training on effective intervention strategies targeted towards the areas of greatest need. ASA Thrive will monitor the progress of students' at-risk through implementation of its data driven systems. As assessment data is collected and analyzed, there will be ongoing dialogue with teachers, parents, and administration at the school regarding student progress. Learning needs of students who are not appearing to make adequate progress in an area will be identified by checking performance on a variety of assessment instruments against the learning standards. Appropriate interventions will be discussed and implemented in the classroom as needed. Below are possible actions to address the needs of students not appearing to make adequate progress in mastering the grade level skills and knowledge:

- Small group clustering and reteaching;
- Differentiated materials or strategies;
- Tutoring (from a teacher or peers);
- Visual aids and graphic organizers;
- Pre-teaching;
- Modified assignments;
- Extended time;
- *The Bridge*;
- *College Prep*; and
- Research-based reading skills program, such as Lexia.

Ensuring the emotional well being of these students will be key in order to prevent further downward pressure on their performance. Parents will be invited to meet with their students' teachers for additional information, counseling and support to help their children succeed. Students needing additional support may also be referred to the Student Success Team (SST) program in order to further analyze the factors that may be contributing to their slower progress. The team will include the teacher, parent, SST coordinator, and any other staff member (health technician, school psychologist, etc.) involved with the student's progress to determine how best to assist the student. The group decides on an action plan, a timeframe, and a date to reconvene to review progress.



## **BOARD POLICY – INSTRUCTION**

Student Success Teams will revisit student progress and implementation of modifications to determine their effectiveness.

In the event that struggling students fail to make satisfactory academic progress despite receiving interventions, and having exhausted all general education supports, the SST team may decide to refer the student for special education assessment, a 504 Plan, and/or reexamine a student's English Learner status.







# Boundaries Policy

## DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Allegiance STEAM Academy that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

## STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members 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.

### 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 Behaviors

Some activities may seem innocent from a staff member’s perspective but may 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, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these 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 we intend to address by this policy.

Adopted:

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal or School Leader. It is recommended that any such gifts be filtered through the CEO/Principal along with the rationale therefor.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- 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.

Adopted:

- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- 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 the express, advance written permission of the CEO/Principal and the student's parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Staff mirroring the immature behavior of minors
- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

#### Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- "High-fives" and hand slapping
- Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only

Adopted:

- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from CEO/Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- 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 transparent [non-private] school-based technology and equipment)
- Keeping the door wide 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, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a student professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
- Involving your direct supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or co-workers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact

Adopted:

- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) 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 person, or the child or to protect property is legally permitted. Excessive force is prohibited.

### Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the CEO/Principal promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that 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.

### Child Abuse / Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires you to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to the CEO/Principal occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

### Investigating

The CEO/Principal 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 others 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 CEO/Principal 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.

Adopted:

### 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.

Adopted:



## Wellness Policy

Due to children's need to access healthy foods and opportunities to be physically active in order to grow, learn, and thrive, ASA Thrive and its School Food Authority members are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of ASA Thrive that:

- The school will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing ASA SFA school-wide nutrition and physical activity policies.
- All students in grades TK-8 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans and the CDE NSD*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students. It will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning, and will provide clean, and safe settings and adequate time for students to eat.
- To the maximum extent practicable, ASA Thrive will participate in available federal school meal programs, including the School Breakfast Program and National School Lunch Program.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs and with related community services.

TO ACHIEVE THESE POLICY GOALS:

### **Creation of the Wellness Committee**

Allegiance STEAM Academy- Thrive will create and work with the wellness committee to develop, implement, monitor, review and revise school nutrition and physical activity policies. The wellness committee will serve as a resource to ASA-Thrive for implementing those policies. (A school wellness committee consists of a group of individuals representing the school and community and should include parents, students and representatives of the school food authority, members of the Board of Directors, school administrators, teachers, health professionals and members of the public.)

## Nutrition and Physical Activity Promotion and Food Marketing

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
  - be served in clean and pleasant settings;
  - meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
  - offer a variety of fruits and vegetables;<sup>2</sup>
  - calories and sodium will be specific for grade levels
  - no more than 10% of total calories from saturated fat, averaged over a week;
  - serve only low-fat (1%) and fat-free milk<sup>3</sup> and nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
  - ensure that grains are whole grain
- 
- serve items that contain zero grams of trans fats

### Breakfast.

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- School will, to the extent possible, operate the School Breakfast Program.
- School will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, serving breakfast before classes start.
- School will notify parents and students of the availability of the School Breakfast Program.
- School will encourage parents to provide a healthy breakfast for their children.

### Free and Reduced-priced Meals.

School will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals<sup>5</sup>.

### Meal Times and Scheduling.

School:

- Will provide students with enough time to consume their meal after it has been served.
- Should schedule meal periods at appropriate times, *e.g.*, lunch is scheduled between 11:50 a.m. and 12:30 p.m.;
- Should not schedule tutoring, club, or organizational meetings or activities during meal times, unless students may eat during such activities;
- Will schedule lunch periods to follow recess periods (in elementary schools); when



reasonable.

- will encourage students to wash or hand sanitize hands before they eat meals or snacks;
- Should take reasonable steps to encourage the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

#### Qualifications of School Food Service Staff.

Qualified nutrition professionals will administer the school meal programs. As part of ASA-Thrive's responsibility to operate a food service program; we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.<sup>6</sup>

#### Sharing of Foods and Beverages.

School should monitor students sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

#### Elementary Schools.

The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals.

#### Middle/Junior High School.

In middle/junior high school, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

##### Allowed Beverages:

- Fruit or Vegetable juice:
  - 100% juice (can be diluted with water, no dilution limit)
  - No added sweeteners
  - 12 fl. oz. serving size or less
- Milk:
  - 1 % (unflavored), nonfat (flavored, unflavored),
  - 12 ounces or less
- Water:
  - No added sweeteners, flavors etc.
  - No serving size
- Other flavored beverages ("no calorie")

##### Allowed Foods:

- A food item sold individually:
  - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;

- will have no more than 35% of its *weight* from added sugars;<sup>8</sup>
- will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
- It is encouraged to offer a choice of two fruits and/or non-fried vegetables for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables (cooked or dried), canned fruits (light syrup), juice, canned vegetables (that meet the above fat and sodium guidelines).<sup>9</sup>

### Fundraising Activities.

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity.

### Snacks.

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. ASA-Thrive will disseminate the guidelines for compliant snacks.

### Rewards.

Teachers, Staff and Parents are encouraged not to use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,<sup>10</sup> and will not withhold food or beverages (including food served through school meals) as a punishment.

### Celebrations.

Teachers, Staff and Parents should limit celebrations that involve food during the school day to no more than one party per class per month. It is encouraged that each party include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances).

It is encouraged that foods and beverages offered or sold at school-sponsored events outside the school day meet the nutrition standards for meals or for foods and beverages sold individually (above).

### Nutrition Education and Promotion.

ASA- Thrive aims to teach, encourage, and support healthy eating by students. It's encouraged that school provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as

- contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutritional practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

#### Integrating Physical Activity into the Classroom Setting.

For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond the physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

#### Communication with Parents.

ASA- Thrive will support parents' efforts to provide a healthy diet and daily physical activity for their children. ASA- Thrive will, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus when available. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages.

ASA- Thrive will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school.

#### Food Marketing in School.

School-based marketing will be consistent with nutrition education and health promotion. As such, ASA- Thrive will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).<sup>11</sup> School-based marketing of brands promoting predominantly low-nutrition foods and beverages<sup>12</sup> is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: sales of healthy food for fundraisers.

#### Staff Wellness.

ASA- Thrive highly values the health and well-being of every staff member and will encourage that support personal efforts by staff to maintain a healthy lifestyle.

## Physical Education and Physical Activity Opportunities

### Physical Education (P.E.) K-8.

All students in grades K-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive weekly physical education for the entire school year. All physical education will be taught by a physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

- A minimum of 200 minutes for every 10 school days for students in grades 1-6
- A minimum of 400 minutes for every 10 school days for students in grades 7-8
- School shall be encouraged to annually administer the physical fitness test designated by the State Board of Education to students in grades 5 and 7

### Daily Recess.

All elementary school students will attempt to have at least 20 minutes a day of supervised recess, preferably outdoors, during which school should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

School should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

### Physical Activity Opportunities Before and After School.

Elementary and middle school will offer when appropriate extracurricular physical activity programs, such as physical activity clubs or intramural programs. Middle school, when appropriate, will offer, interscholastic sports programs. School will offer when feasible a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs when appropriate will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

### Physical Activity and Punishment.

Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

### Monitoring.

The Wellness Committee will ensure compliance with established ASA- Thrive school-wide nutrition and

physical activity wellness policies. The principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the ASA- Thrive Wellness Committee.

School food service staff, at the school level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the Wellness Committee (or if done at the school level, to the school principal). In addition, ASA- Thrive will report on the most recent USDA Administrative Review findings and any resulting changes.

The Wellness Committee will develop a summary report periodically on ASA- Thrive school-wide compliance with ASA- Thrive established nutrition and physical activity wellness policies, based on input from school within ASA- Thrive. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principal, and school health services personnel in ASA- Thrive.

## Monitor and Policy Review

### Policy Review.

To help with the initial development of the ASA- Thrive wellness policy, school will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.<sup>13</sup> The results of those assessments will be compiled by the Wellness Committee level to identify and prioritize needs.

Assessments will be repeated periodically to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, ASA- Thrive will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. ASA- Thrive, will, as necessary, suggest revisions to the wellness policies and develop work plans to facilitate their implementation.

## Footnotes:

<sup>2</sup> To the extent possible, school will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

<sup>3</sup> As recommended by the *Dietary Guidelines for Americans 2010*

<sup>4</sup> A whole grain is one labeled as a "whole" grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include "whole" wheat flour, cracked wheat, brown rice, and oatmeal.

<sup>5</sup> It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or "paid" meals.

<sup>6</sup> School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

<sup>7</sup> Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

<sup>8</sup> If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from total sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

<sup>9</sup> Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate

<sup>10</sup> Unless this practice is allowed by a student's individual education plan (IEP).

<sup>11</sup> Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

<sup>12</sup> Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

<sup>13</sup> Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.



## ADMISSIONS AND ENROLLMENT POLICY

### Admissions

For admission to ASA Thrive, students must apply directly to the school. ASA Thrive will use an open enrollment admission policy for all California students, and will not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any other characteristics described in Ed Code 220. ASA Thrive will not charge tuition.

ASA Thrive shall maintain complete and accurate records of its annual admissions and enrollment processes.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to ASA Thrive. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space. 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 District-approved exemptions. Admission preferences in the case of a public random lottery will be given to the following students in the order below:

- Currently enrolled students (exempt from lottery);
- Siblings of currently enrolled students (exempt from lottery; the purpose of this exemption is to keep families together and is permissible if approved by the chartering authority pursuant to Education Code section 47605(d)(2)(B));
- Children of ASA Thrive staff and children of Founding Members and Founding Board of Directors combined (exempt from lottery; shall not exceed 10% of total enrollment);
- Children residing within CVUSD boundaries (2:1 weighting in lottery); and If the Charter School is physically located in the attendance area of a District public elementary school in which at least 50% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and **students who reside in that elementary school attendance area** will be given preference in accordance with Education Code Section 47605.3 (3:1 weighting in lottery).

Adopted:

These admissions preferences provide for siblings of current students to attend the Charter School so as not to split families between various schools. For employees of the Charter School, these preferences would provide an opportunity for their children to attend the Charter School, while not exceeding 10% of the total enrollment. Preferences for siblings of students currently enrolled, staff member children, and children of Founder Members and Founding Board Members will help ensure buy-in and pride in the educational community.

ASA Thrive and the District shall mutually agree that the preferences in the ASA Thrive public random drawing as listed above are consistent with Education Code Section 47605(d)(2), and applicable federal law and non-regulatory guidance.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall have 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 intent to enroll form 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 lottery shall take place within one-hundred twenty (120) calendar days of the closing of the open enrollment period. The Charter School will also inform parents 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. Families do not have to be present to participate in the lottery drawing. Those individuals whose names are drawn after all spaces have been filled shall be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list shall expire at the end of each school year. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school.

All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have five (5) business days from the date of first notification to respond. In addition, the school will attempt on at least one (1) additional occasion to contact the parent(s)/guardian(s) of students promoted from the waiting list during the five (5) day period. Those families not responding within the five (5) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at ASA Thrive at another time, must reapply.

Adopted:



### *Enrollment and Orientation*

After admission, students will be required to submit an enrollment packet, which shall include the following:

- o Student enrollment form;
- o Proof of Immunization;
- o Home Language Survey;
- o Completion of Emergency Medical Information Form;
- o Proof of minimum age requirements, e.g. birth certificate; and
- o Release of educational records (from previous schools).

ASA Thrive shall provide orientation information to parents and students that explains the instructional program and policies, including, but not limited to the following:

- o Student behavior codes, including the suspension and expulsion provisions;
- o Student dress codes;
- o Student attendance policy;
- o Parental involvement opportunities;
- o Care of school property; and
- o Commitment to the academic program.

Adopted: