



## MEETING AGENDA - iLEAD Online Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office in Acton between 9:00 am and 3:30 pm.

### Meeting

<b>Meeting Date</b>	Tuesday, October 21, 2025
<b>Start Time</b>	6:30 PM
<b>End Time</b>	7:30 PM
<b>Location</b>	Address: 29477 The Old Rd, Castaic, CA 91384 Join Zoom Meeting <a href="https://us02web.zoom.us/j/3858775783">https://us02web.zoom.us/j/3858775783</a> Meeting ID: 385 877 5783 Dial in Number: 1-669-900-6833

<b>Purpose</b>	Regular scheduled meeting
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### Agenda

#### 1. Opening Items

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1.1. Call The Meeting To Order

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1.2. Roll Call

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1.3. Pledge Of Allegiance

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1.4. Board Meeting Agenda

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1.5. Board Meeting Minutes

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#### 2. Curriculum Moment

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2.1. Curriculum Moment

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2.2. Learner Board Ambassador

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#### 3. Public Comments

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3.1. Public Comments

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#### 4. Action Items

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4.1. 2024-2025 Unaudited Actuals

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4.2. Revised Comprehensive Safety Plan



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## 5. Discussion And Reports

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5.1. Financial Report

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5.2. State of The School Address

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5.3. School Director Report

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## 6. Consent Items

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6.1. Personnel Report

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6.2. Check Registers

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## 7. Board Comments

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7.1. Board Comments

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## 8. Closing Items

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8.1. Next Meeting Date - January 13, 2026

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8.2. Adjournment

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**Please note:** items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

*The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.*



## MEETING MINUTES - iLEAD Online Board

### Meeting

**Date** Tuesday, September 2, 2025  
**Started** 6:30 PM  
**Ended** 7:00 PM  
**Location** Address: 29477 The Old Rd, Castaic, CA 91384  
Join Zoom Meeting <https://us02web.zoom.us/j/3858775783>  
Meeting ID: 385 877 5783  
Dial in Number: 1-669-900-6833

**Purpose** Regular scheduled meeting  
**Chaired by** Dr. Giselle Bice  
**Recorder** Rigo Ortega

### Minutes

## 1. Opening Items

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### 1.1. Call The Meeting To Order

Meeting called to order at 6:30 pm

**Status:** Completed

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### 1.2. Roll Call

Dave Faoro - Present

Dr. Jasmine Ruys - Present

Dr. Giselle Bice - Present

**Status:** Completed

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### 1.3. Pledge Of Allegiance

The Pledge of Allegiance was recited

**Status:** Completed

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### 1.4. Board Meeting Agenda

Discuss and take action regarding the Board Meeting Agenda.

Motioned: Dave Faoro motions to move 5.1 on the agenda after 1.5

Seconded: Dr. Giselle Bice

Unanimously Approved

**Resolution #:**

**Status:** Carried

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## 1.5. Board Meeting Minutes

Discuss and take action regarding the Board Meeting Minutes from the previous meeting/s.

Motioned: Dr. Giselle Bice

Seconded: Dave Faoro

Unanimously Passed

Dr. Giselle Bice abstained due to being absent

**Resolution #:**

**Status:** Carried

Documents

- Minutes-iLEAD Online 2025-06-24-v1 copy.pdf
- 

## 2. Curriculum Moment

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### 2.1. Curriculum Moment

Kate Wolfe presented the Curriculum Moment and answered questions from the board.

**Status:** Completed

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### 2.2. Learner Board Ambassador

**Status:** Completed

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## 3. Public Comments

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### 3.1. Public Comments

The public may address the iLEAD Online governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card or alert them during Public Comments. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

No public comment

**Status:** Completed

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## 4. Action Items

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### 4.1. 2024/2025 Education Protection Account

Discuss and take action regarding the annual 23/24 Educational Protection Account Resolution as required by CDE.

Motioned: Dr. Giselle Bice

Seconded: Dave Faoro

Unanimously Approved

**Due date:**





**Status:** Completed (9/2/2025)

Documents

- FY24.25 iLEAD Online EPA Resolution (1).pdf
- 

## 5. Discussion And Reports

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### 5.1. School Director Administrative Work Calendar

Discuss annual work year and attendance procedures for School Directors.

Amanda Fischer presented the School Director's Administrative Work Calendar and answered questions from the board

**Status:** Completed

Documents

- AdministrativeWorkYearCalendar.pdf
- 

### 5.2. School Director Report

Kate Wolfe presented the School Director Report and answered questions from the board

**Status:** Completed

Documents

- September 2 2025 iLEAD Online School Director Report Template.pdf
- 

## 6. Consent Items

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### 6.1. Personnel Report

Motioned: Dr. Giselle Bice

Seconded: Dr. Jasmine Ruys

Unanimously Approved

**Resolution #:**

**Status:** Carried

Documents

- 9.2.25 Online\_PersonnelReport (1).pdf
- 

### 6.2. Check Register

Motioned: Dr. Giselle Bice

Seconded: Dr. Jasmine Ruys

Unanimously Approved

**Resolution #:**

**Status:** Carried

Documents

- iLEAD Online Payment Register\_20250827.pdf



- iLEAD Online Payment Register Summary\_20250827.pdf
- 

## 7. Board Comments

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### 7.1. Board Comments

Dr. Giselle Bice has seen our school double in size since she joined the board.

Dave Faoro loves the meaningful curriculum moment and anything that is presented by our learners

Dr. Jasmine Ruys is grateful that we put relationships first before anything else

**Status:** Completed

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## 8. Closing Items

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### 8.1. Next Meeting Date - October 21, 2025 6:30pm

Board Members mark their calendars and confirm quorum.

**Status:** Completed

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### 8.2. Adjournment

Meeting adjourned at 7:00pm

**Status:** Completed

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CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2024 to June 30, 2025

CHARTER SCHOOL CERTIFICATION

Charter School Name: iLEAD Online Charter  
CDS #: 19-75309-0136531  
Charter Approving Entity: Acton-Agua Dulce Unified  
County: Los Angeles  
Charter #: 1902

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Hoyt Yee	Khai Nguyen	Kate Wolfe
Name	Name	Name
Business Advisory Services	Assistant Superintendent of Business Services	Director
Title	Title	Title
562-940-1705	714-914-0986	661-441-6636
Telephone	Telephone	Telephone
yee_hoyt@lacoe.edu	knguyen@aadusd.k12.ca.us	director@ileadonline.org
Email address	Email address	Email address

To the entity that approved the charter school:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Date: September 15, 2025

Printed Name: Kate Wolfe

Title: Director

To the County Superintendent of Schools:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

2024-25 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

Date: \_\_\_\_\_

CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2024 to June 30, 2025

Charter School Name: iLEAD Online Charter  
CDS #: 19-75309-0136531  
Charter Approving Entity: Acton-Agua Dulce Unified  
County: Los Angeles  
Charter #: 1902

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900-6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)

X Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6700, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
1. LCFF Sources				
State Aid - Current Year	8011	4,853,182.00		4,853,182.00
Education Protection Account State Aid - Current Year	8012	79,458.00		79,458.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	197,405.00		197,405.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		5,130,045.00	0.00	5,130,045.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		44,328.00	44,328.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299		62,438.00	62,438.00
Total, Federal Revenues		0.00	106,766.00	106,766.00
3. Other State Revenues				
Special Education - State	StateRev SE		344,424.00	344,424.00
All Other State Revenues	StateRev AO	90,963.35	358,083.12	449,046.47
Total, Other State Revenues		90,963.35	702,507.12	793,470.47
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	1,144,514.00	0.00	1,144,514.00
Total, Local Revenues		1,144,514.00	0.00	1,144,514.00
5. TOTAL REVENUES		6,365,522.35	809,273.12	7,174,795.47
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,876,903.50	268,894.56	3,145,798.06
Certificated Pupil Support Salaries	1200	0.00	22,961.73	22,961.73
Certificated Supervisors' and Administrators' Salaries	1300	267,632.21	0.00	267,632.21
Other Certificated Salaries	1900	107,366.77	100,099.62	207,466.39
Total, Certificated Salaries		3,251,902.48	391,955.91	3,643,858.39
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	105,195.36	59,035.40	164,230.76
Noncertificated Support Salaries	2200	18,666.15	19,223.86	37,890.01
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	459,332.62	0.00	459,332.62
Other Noncertificated Salaries	2900	0.00	0.00	0.00
Total, Noncertificated Salaries		583,194.13	78,259.26	661,453.39
3. Employee Benefits				
STRS	3101-3102	472,997.47	53,184.11	526,181.58
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	100,667.54	9,950.98	110,618.52

Health and Welfare Benefits	3401-3402	297,693.84	41,691.04	339,384.88
Unemployment Insurance	3501-3502	12,618.10	1,952.87	14,570.97
Workers' Compensation Insurance	3601-3602	17,796.82	2,475.42	20,272.24
OPEB, Allocated	3701-3702	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	15.50	0.00	15.50
Total, Employee Benefits		901,789.27	109,254.42	1,011,043.69
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	20,711.18	11,657.62	32,368.80
Books and Other Reference Materials	4200	2,883.79	140.18	3,023.97
Materials and Supplies	4300	7,568.80	715.02	8,283.82
Noncapitalized Equipment	4400	89,572.21	40,689.23	130,261.44
Food	4700	0.00	0.00	0.00
Total, Books and Supplies		120,735.98	53,202.05	173,938.03
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	27,903.39	10,059.59	37,962.98
Dues and Memberships	5300	14,001.36	16.78	14,018.14
Insurance	5400	39,256.28	0.00	39,256.28
Operations and Housekeeping Services	5500	1,560.88	0.00	1,560.88
Rentals, Leases, Repairs, and Noncap. Improvements	5600	9,161.91	0.00	9,161.91
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,296,324.11	155,438.66	1,451,762.77
Communications	5900	18,780.15	11,086.45	29,866.60
Total, Services and Other Operating Expenditures		1,406,988.08	176,601.48	1,583,589.56
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6700 modified accrual basis only)				
Land and Land Improvements	6100-6170	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	22,463.00	0.00	22,463.00
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets (accrual basis only)	6910			0.00
Amortization Expense - Subscription Assets (accrual basis only)	6920			0.00
Total, Capital Outlay		22,463.00	0.00	22,463.00
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
<b>8. TOTAL EXPENDITURES</b>		6,287,072.94	809,273.12	7,096,346.06
<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		78,449.41	0.00	78,449.41
<b>D. OTHER FINANCING SOURCES / USES</b>				

1.	Other Sources	8930-8979	0.00	0.00	0.00	
	Less:					
2.	Other Uses	7630-7699	0.00	0.00	0.00	
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)			78,449.41	0.00	78,449.41	
F. FUND BALANCE / NET POSITION						
1.	Beginning Fund Balance/Net Position					
	a.	As of July 1	9791	2,787,361.81	0.00	2,787,361.81
	b.	Adjustments/Restatements	9793, 9795	(23,903.81)		(23,903.81)
	c.	Adjusted Beginning Fund Balance /Net Position		2,763,458.00	0.00	2,763,458.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)			2,841,907.41	0.00	2,841,907.41
Components of Ending Fund Balance (Modified Accrual Basis only)						
	a.	Nonspendable				
		1. Revolv ing Cash (equals Object 9130)	9711		0.00	
		2. Stores (equals Object 9320)	9712		0.00	
		3. Prepaid Expenditures (equals Object 9330)	9713	128,265.66	128,265.66	
		4. All Others	9719	0.00	0.00	
	b.	Restricted	9740		0.00	
	c.	Committed				
		1. Stabilization Arrangements	9750	0.00	0.00	
		2. Other Commitments	9760	0.00	0.00	
	d.	Assigned	9780	0.00	0.00	
	e.	Unassigned/Unappropriated				
		1. Reserve for Economic Uncertainties	9789	2,703,947.17	2,703,947.17	
		2. Unassigned/Unappropriated Amount	9790M	9,694.58	0.00	9,694.58
3.	Components of Ending Net Position (Accrual Basis only)					
		a. Net Investment in Capital Assets	9796		0.00	
		b. Restricted Net Position	9797		0.00	
		c. Unrestricted Net Position	9790A		0.00	
Description			Object Code	Unrestricted	Restricted	Total
G. ASSETS						
1.	Cash					
		In County Treasury	9110	0.00	0.00	0.00
		Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
		In Banks	9120	2,916,468.74	0.00	2,916,468.74
		In Revolv ing Fund	9130	0.00	0.00	0.00
		With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
		Collections Awaiting Deposit	9140	0.00	0.00	0.00
2.	Investments		9150	0.00	0.00	0.00
3.	Accounts Receivable		9200	1,067,992.19	0.00	1,067,992.19
4.	Due from Grantor Governments		9290	0.00	0.00	0.00
5.	Stores		9320	0.00	0.00	0.00
6.	Prepaid Expenditures (Expenses)		9330	128,265.66	0.00	128,265.66
7.	Other Current Assets		9340	0.00	0.00	0.00
8.	Lease Receivable		9380	0.00	0.00	0.00
9.	Capital Assets (accrual basis only)		9400-9489			0.00
10.	TOTAL ASSETS			4,112,726.59	0.00	4,112,726.59
H. DEFERRED OUTFLOWS OF RESOURCES						
1.	Deferred Outflows of Resources		9490	0.00	0.00	0.00
2.	TOTAL DEFERRED OUTFLOWS			0.00	0.00	0.00
I. LIABILITIES						
1.	Accounts Payable		9500	726,179.27	0.00	726,179.27
2.	Due to Grantor Governments		9590	0.00	0.00	0.00
3.	Current Loans		9640	0.00	0.00	0.00

4.	Unearned Revenue	9650	536,713.21	0.00	536,713.21
5.	Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6.	TOTAL LIABILITIES		1,262,892.48	0.00	1,262,892.48
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1.	Deferred Inflows of Resources	9690	7,926.06		7,926.06
2.	TOTAL DEFERRED INFLOWS		7,926.06	0.00	7,926.06
<b>K. FUND BALANCE /NET POSITION</b>					
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		2,841,908.05	0.00	2,841,908.05

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b. NONE	0.00	0.00	0.00
c. NONE	0.00	0.00	0.00
d. NONE	0.00	0.00	0.00
e. NONE	0.00	0.00	0.00
f. NONE	0.00	0.00	0.00
g. NONE	0.00	0.00	0.00
h. NONE	0.00	0.00	0.00
i. NONE	0.00	0.00	0.00
j. NONE	0.00	0.00	0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

**3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster**

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.		0.00
b.		0.00
c.		0.00
d.		0.00
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

**4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2023-24 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2026-27.

a.	Total Expenditures (B8)	7,096,346.06
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	106,766.00
c.	Subtotal of State & Local Expenditures	6,989,580.06
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	22,463.00
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600, 6700, 6910 and 6920]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster	
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE	\$ 6,967,117.06
[c minus d minus e minus f]	





iLEAD Online  
Comprehensive School Safety Plan  
2025-2026

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# Introduction

iLEAD Online is an independent study program public charter school. This plan will apply to all of iLEAD Online operated by the iLEAD Online governing board.

We have two business offices and do not have any physical school locations or classroom facilities. We do host in person state testing, meet ups, and other such face to face socialization events at venues we contract with throughout the state. This plan is written to provide a safe environment at both of the offices and at any off-site event.

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## Child Abuse Reporting Procedures

It is our policy to ensure the safety and well-being of all children participating in activities sponsored by us, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. We will not knowingly place an employee in a position that causes him or her to come into contact with children where the employee has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact with children have passed appropriate background screening measures. (See also the iLEAD School Family Handbook.)

### **AWARENESS OF POSSIBLE ABUSE/NEGLECT**

All individuals participating in activities affiliated with us that include children are responsible for being alert to possible abuse or neglect. We provide training to employees who interact with children on Child Abuse and Neglect, which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect, and employees must comply with the procedures established in this training.

### **Non-Imminent Danger Reporting Protocols**

School staff of iLEAD Online should follow reporting protocols for non-imminent danger if there are concerns for learners and there are not immediate risks for personal safety for them or their family members.

**Non-imminent danger** situations are concerning, but the learner is **not in immediate danger or in a life-threatening situation** that would require a call to emergency services.

Non-imminent danger situations could be discovered through submitted assignments, email messages, or phone calls with learners, or it may be second-hand or hearsay. Concerns of non-imminent danger require a follow-up from the counselor or site director.

#### *School Staff Responsibilities:*

1. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
2. Inform the site director or counselor from a separate phone or via instant message.
3. Email site director with a summary of the situation and request for review as well as follow up instructions.

4. The site director and/or counselor will determine if the reporting staff member should make a report to children's services.
  - a. If so, the reporting staff member should contact children's services as the person who initiated the learners' concern.
  - b. Search online for "children's services in city/county" where the learner lives.
  - c. In the email, note the incident number and the agency actions, e.g. if they will open an investigation.

### **Imminent Danger Reporting Protocols**

School Staff associated with iLEAD Online should follow reporting protocols for imminent danger if a learner or family member has an immediate risk to their personal safety.

**Imminent danger** refers to first-hand, real-time reported information versus second-hand/ hearsay, and is an **immediate threat of harm**.

It is considered imminent danger when a learner's apparent perpetrator intends to cause harm, or such danger exists which could reasonably be expected to cause death or serious physical harm.

Learners can also engage in imminent danger towards themselves or others. The term imminent or its equivalent (e.g., immediate, threatening, emergent, crisis) is short-term, rather than long-term, danger to self or others. When deciding if a situation is imminent, consider the specific nature or conduct, magnitude, probability, or frequency of harm.

### *School Staff Responsibilities*

1. Upon receipt of the concern, the staff member will do one or both of the following:
  - a. Make a report with local children's services.
    - i. Search online for "children's services in city/county" where the learner lives.
    - ii. Note the incident number and the agency actions, e.g. if they will open an investigation. You will add this information to an email in the subsequent steps of the process.
  - b. Contact 911 if it is recommended by the agency or if the learner requires immediate medical attention.
    - i. Call 911, either locally or in the city and state, in which the situation is occurring. Have the learner's name and address ready.
    - ii. Keep the learners engaged in conversation and confirm his or her address or other information that will assist emergency services in locating them.
    - iii. Remain on the line with 911 until emergency personnel arrives at the learners location or as otherwise instructed by the 911 operator.
2. Inform the site director from a separate phone or via instant message.
  - a. If the site director is not available, contact administrative designee.
3. Log the contact. Normal logging protocol should be followed. Due to the sensitive content, the Log should be marked as "Confidential."
4. Email site director and administrative designee with a summary of the situation and request for review as well as follow up instructions.
5. Your site director and/or Counseling team will follow through on next steps. They will contact you if any further actions or details are needed.

# Disaster and Criminal Incident Procedures

The welfare of the learners and staff will always be the priority in any given emergency. Whatever action might need to be taken should put the health and safety of learners and staff first.

## Preparation/Preventative Measures:

- Upon booking the event staff will request a copy of the evacuation route(s) from the venue and request if there is an onsite security guard. If possible, also request the location of fire extinguishers and/or a copy of their emergency plan.
- When available staff will bring the following to each event:
  - An **emergency kit** with
    - Emergency Folder
      - The school emergency action plan, outlined below
      - The site manager name/contact, site address/number, testing room number(s), security guard name/contact (if applicable), and school emergency contacts
      - A sheet with onsite staff names and contact information
      - A paper copy of parent emergency contact numbers by learners
      - Copies of Accident/Injury Reports Forms
      - Copies of Incident Report Forms
    - A first aid kit
- On the day of an event, staff will make a note of emergency exits, location(s) of fire extinguishers, and fire alarms. Additionally, onsite staff will determine the designated rally point.
  - Rally point - A location, most likely in the parking lot, located a safe distance from the venue where if staff were to be separated that is where they will meet
- Families will be informed that in the event of an emergency, learners will not be released to family members until a roll call is completed to ensure all learners are safe and accounted for.

## Functional Content

The following functional content provides common protocol and procedures that are implemented and referenced within the hazard and threat specific annexes in this plan. Each functional content area has been customized to fit iLEAD Online needs, capabilities, and unique circumstances.

Our school follows the Standard Response Protocol (SRP) as outlined by The '**I Love U Guys**' Foundation. This system standardizes emergency language and actions across five key responses: **Hold**, **Secure**, **Lockdown**, **Evacuate**, and **Shelter**.

To become familiar with these functional annexes staff and learners will participate in drills and, if necessary, additional training.

## SRP in Practice

The SRP is not a replacement for our school safety plan; rather, it is an enhancement. It aligns with FEMA and CDE guidelines and is integrated into our Emergency Operations Plan (EOP). Training on SRP is provided annually to all staff and students, and the directives are practiced through regular drills.

## Communication

In the event of an emergency, communication with learners, staff, parents, and guardians will follow SRP-aligned language. Pre-scripted messaging will be used via email, text, phone, and the school website/social media. Updates will be shared through a designated platform.

# IN AN EMERGENCY TAKE ACTION



## HOLD! In your room or area. Clear the halls.

### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual



## SECURE! Get inside. Lock outside doors.

### STUDENTS

Return to inside of building  
Do business as usual

### TEACHERS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Do business as usual  
Take attendance



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## EVACUATE! (A location may be specified)

### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## SHELTER! Hazard and safety strategy.

### STUDENTS

Use appropriate safety strategy for the hazard

#### Hazard

Tornado  
Hazmat  
Earthquake  
Tsunami

#### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### ADULTS

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

Emergency	Action Plan
<b>Evacuation</b>	<p>Fire alarm, flood, bomb threat, or any emergency that requires evacuation from the building</p> <ul style="list-style-type: none"> <li>• Immediately, all onsite staff will assist with evacuating all learners outside calmly and safely. <ul style="list-style-type: none"> <li>○ A staff member should lead the learners, another should be in the middle, and the others should be behind the learners</li> <li>○ No running should be permitted to avoid trampling and/or other potential injuries</li> <li>○ Always use the stairs if on an upper floor</li> </ul> </li> <li>• Once learners are at a safe distance outside, on site staff will do a roll call to ensure that all learners are accounted for, including staff.</li> <li>• If families are onsite during the emergency, staff <b>SHOULD NOT</b> release learners until after roll call</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff should follow-up with learners to ensure that there were no injuries during evacuation and that no emergency assistance is required.</li> <li>• Depending on the severity of the emergency, at the discretion of a school site director or designee, the event will continue, or the learners will be dismissed.</li> </ul>
<b>Medical Emergency</b>	<p>In the event of a medical emergency</p> <ul style="list-style-type: none"> <li>• Call 911 <ul style="list-style-type: none"> <li>○ Provide the nature of the emergency</li> <li>○ Provide the site address &amp; specific location</li> </ul> </li> <li>• The onsite staff must isolate and secure the area or affected learners(s) to avoid panic and/or further injuries <ul style="list-style-type: none"> <li>○ If a learner is severely injured, he or she <b>SHOULD NOT</b> be moved unless otherwise instructed by the emergency response team.</li> </ul> </li> <li>• Staff identifies the individual(s) injured and contacts the caretaker(s) immediately</li> <li>• On site staff informs the site director, and venue manager of the emergency immediately</li> <li>• <b>NEVER</b> leave injured learner(s) alone. If an ambulance ride is required and the caretaker is not onsite, a staff member should accompany the learners(s), if possible</li> <li>• If an ambulance ride is required, the staff should make a note of the hospital the learners(s) is/are being transferred to and follow-up with the family immediately</li> <li>• Staff <b>MUST</b> complete the Accident/Injury Report and send it to the site director as soon as possible.</li> <li>• The event may continue for the uninjured parties. If learners are impacted and unable to continue after the incident, they should be dismissed</li> </ul>

**Among Caretakers**

- Staff should ensure the safety of all learners and staff and move learners away from the location of the incident
- For verbal altercations, staff at their discretion can attempt to de-escalate or diffuse the situation
  - If an altercation escalates staff should immediately call 911
- For physical altercations, DO NOT attempt to de-escalate
  - If an onsite security guard is not available, contact 911
- Call 911 immediately if
  - Weapons are visible/involved
  - Someone threatens another's life
  - Unable to de-escalate and altercation is escalating
- On site staff will notify the site director
- On site staff completes an Incident Report & Accident/Injury Report
  - Ask victim(s) and/or witness(es) for their account of the incident
  - Submit an incident report to the site director within 24 hours.



## **Active Shooter**

### **Annually all iLead staff will**

- Sign up for an active shooter training course
- Sign up to receive local emergency alerts and register work and personal contact information with any work sponsored alert system
- Make a site-specific plan with site directors and expected onsite staff, and ensure everyone knows what they would do if confronted with an active shooter
  - Understand the plans for individuals with disabilities or other access and functional needs
- Describe expectations
- Describe accountability process
- Be trained to
  - Be aware of their environment and any possible dangers
  - Look for the two nearest exits
  - Outline an escape path
  - Identify hiding places
  - Say something if suspicious
    - Alert venue manager
    - Alert local authority

In general, how staff should respond to an active shooter will be dictated by the specific circumstances of the encounter.

### **Active Shooter Outside/Inside the Building**

- CALL 911 immediately
  - Try to communicate with police as quietly as possible
    - If you cannot speak, leave the line open and allow the dispatcher to listen
  - If you were able to see the offender(s), give a description of the person(s)
  - If you heard any gunshots or explosions, provide a description and location or approximate location

- If you observed any victims, give a description of the location and number of victims
- If you observed any suspicious devices, provide the location and a description
- Follow dispatchers' instructions
- **If possible**, notify onsite staff and with their assistance
  - Notify other staff and venue manager (*if possible*)
  - Quickly and safely lock and barricade all doors and windows
  - Turn off the lights, close the blinds, and block windows
  - Turn off devices that emit sounds
  - Silence cell phones (make sure they won't vibrate)
  - Quick Head Count - Count the number of learners in the room
    - Moving forward this will be the group of learners you will be keeping track of
    - If able, write number on hand
- Remain calm and keep learners calm
- If there is an opportunity to escape, do so!
  - Quickly and quietly away from the intruder
  - Leave your belongings behind
  - If shooter is close do not attempt, instead run to the nearest room then lock and barricade the door
- Don't hide in groups- spread out along walls or hide separately to make it more difficult for the shooter
- Keep everyone out of plain sight and take cover/protection behind
  - Concrete walls
  - thick tables
  - filing cabinets
- Remain absolutely quiet!
  - If you need to seek help communicate silently ensuring that no light or sounds give away your location
- Stay in place until law enforcement gives you the all clear
  - Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.
- Attacking an armed or violent individual is not recommended but is a personal choice when there are no other apparent options

### **After the incident**

Know that law enforcement's first task is to end the incident and apprehend the offender(s) and/or suspect(s) to ensure everyone's safety. Officers may be armed with rifles, shotguns, and/or handguns and may use pepper spray or tear gas to control the situation.

- Keep hands visible and empty
  - Universal surrender position, hands empty, palms up and fingers spread
- Officers will shout commands and may push individuals to the ground for their safety

	<ul style="list-style-type: none"> <li>● Follow law enforcement instructions and evacuate in the direction they come from, unless otherwise instructed</li> <li>● Take care of yourself first, and then you may be able to help the wounded before first responders arrive</li> <li>● Apply direct pressure to wounded areas</li> <li>● Turn wounded people onto their sides if they are unconscious and keep them warm</li> <li>● Attempt to keep wounded alert and conscious by talking to them</li> <li>● Do a head count to ensure your group is accounted for <ul style="list-style-type: none"> <li>○ Take a roster of learners and call the school office</li> <li>○ Report any injuries</li> <li>○ Do not leave learners alone</li> <li>○ After the head count if learners are missing notify the authorities and have the school notify the caretaker(s)</li> </ul> </li> <li>● If possible, attempt to reunite at the agreed meeting spot</li> <li>● Attempt to contact onsite staff if separated</li> <li>● School notifies the site director and HR/legal department immediately</li> </ul>
<b>Fire</b>	<p>If a staff member sees</p> <ul style="list-style-type: none"> <li>● fire</li> <li>● smoke</li> <li>● or smells a gas odor</li> </ul> <ol style="list-style-type: none"> <li>1. Pull the fire alarm and evacuate learners and staff, following the steps in the evacuation action plan.</li> <li>2. Staff must not re-enter the building until the fire service personnel or authorities have declared the building safe.</li> </ol>

**Weapons or  
Suspicious  
Objects/Persons**

Observation of, or suspicion of, weapons or threatening objects or persons

**Suspicion**

- If a learner or parent is suspected of having a weapon or object on his or her person, DO NOT search
- Immediately notify all present staff, the site director, and venue manager

**Confirmed**

- Confirmed weapon(s) or hostile persons - DO NOT confront, notify the authorities immediately and follow the instructions from the dispatcher
  - Attempt to gather as much information as possible to provide to dispatcher such as:
    - Weapon/Threatening Object
      - Description
      - Location
    - Hostile Person(s)
      - Description of individual(s)
      - Location of individual(s) or incident

- Direction of travel of individual(s)
  - Vehicle License Plate, if appropriate and possible
- Immediately notify all staff present, the site director, and venue manager
- Weapon/Threatening Object
  - Stop the event and safely evacuate learners and staff, following the evacuation action plan
- Hostile Person(s)/Intruder
  - Stop the event immediately and GET AWAY
    - If you can safely evacuate with learners, do so, following the evacuation action plan
    - Staff must always accompany learners
    - All groups are unable to safely evacuate together reunite at agreed meeting point
  - HIDE & LOCK DOWN
    - Quickly and safely move to a secure area, lock down the room and lock and cover any windows
    - Move learners away from doors and windows
    - Remain quiet and maintain lock down until notified by an emergency response official or venue manager that it is safe to move
    - If it applies, follow the active shooter emergency action plan

<b>Missing learners</b>	<ul style="list-style-type: none"> <li>• Immediately notify all staff present and stop all activity</li> <li>• With assistance from onsite staff notify the site director (<b>Kate Wolfe</b>) and administrative designee</li> <li>• With the assistance of the venue manager, lockdown the venue immediately</li> <li>• One staff member should stay with the learners on-site. The others should actively search all areas and surrounding areas of the site for the missing learners(s)</li> <li>• If the learners(s) is not found or reached by phone, staff must contact the local authorities and the caretaker(s) <ul style="list-style-type: none"> <li>○ Follow instructions from dispatcher and/or authorities</li> </ul> </li> </ul>
<b>Severe Storm</b>	<p>In the event of a severe storm, stop all testing and keep learners calm</p> <p><b>Tornadoes, Hurricanes, or Severe Storms</b></p> <ul style="list-style-type: none"> <li>• Move all learners and staff away from doors and windows</li> <li>• Find a secure place or hall with no windows, glass, and objects that may fall on individuals</li> <li>• Monitor the storm</li> <li>• When appropriate, duck and cover</li> <li>• Contact school office immediately <ul style="list-style-type: none"> <li>○ After the incident, administration will determine the next steps</li> </ul> </li> <li>• Follow the medical emergency plan if any learners or staff members are severely injured</li> </ul>

	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Have learners and staff stay indoors and seek shelter <ul style="list-style-type: none"> <li>○—Each pupil and staff member take cover under a table or desk, dropping to his or her knees, with head protected by the arms, and the back to the windows</li> <li>○—Or stand in a corner or secure location away from shelving or moving objects/furniture</li> </ul> </li> <li>• Stay inside until the shaking is over and then evacuate the building watching for falling items or glass</li> </ul>
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### **Reminder steps to complete after an incident:**

- If possible, grab the emergency kit provided which contains emergency action plans, rosters, first-aid kit, and contacts
  - If possible, meet at the designated rally point
  - Roll call, staff should always maintain a head count and confirm all learners and onsite staff are present and not harmed
    - Contact the school office for assistance, if needed
  - Staff should always contact the school and inform of the incident within 24 hours.
  - Depending on the severity of the emergency, at the discretion of the site director, the event will continue or the learners will be dismissed and rescheduled
    - On site staff should document, if not the exact start and end times, the approximate start and end times of the incident.
  - If learners are to be dismissed, onsite staff should assist learners with contacting their families to arrange for pickup
    - Office staff and administration should also assist with contacting families
- 

## **Instructional Continuity Plan**

### **Communication Plan**

In the event of an emergency where connectivity between the school and learners was lost, iLEAD Online will work to reestablish two-way communication with staff, learners, and families as soon as practicable and no later than 5 calendar days following the emergency. This will be established via email communication through Mail Chimp and/or a platform such as Parent Square, with phone calls or home visits to families or staff who are not reachable. These efforts to establish communication with staff and learners will be tracked using a survey, response form, and/or a communication log. The communication would also include information on how to obtain technology, such as laptops or hotspots, if a learner's technology was damaged, destroyed or inaccessible during the emergency.

Ongoing communication and support throughout the emergency would be maintained as follows, with translation and interpretation services available, as needed.

### **Learners and Families**

- **General Communication:** Maintain regular updates via current modes of communication, such as email, weekly Monday Messages, a platform such as ParentSquare, Brightspace, SMS, online learning platforms, Zoom and/or the school's website.
- **Academics:** Using communication tools such as the ones listed in the general communication section above, iLEAD Online coaches and staff will continue to connect with learners in the virtual learning environment. This includes continuing to reach out to learners not consistently checking in and/or completing work.
- **Social Emotional/Mental Health:** Coaches, counselors, and/or school social workers will connect with families in need of additional support via phone, email, Zoom and/or in-person.

### **Staff**

Maintain internal communications via current modes of communication, such as email, phone, staff newsletters/meetings, Brightspace, SMS, Slack, operations updates, director updates, Zoom and/or Google meets.

### **Community Partners**

Inform relevant agencies and partners of the school's operational status and any needed support through virtual meetings, surveys and/or online feedback. Links to meetings such as SSC, parent groups, and/or board meetings are placed on the website and/or sent using the parent communication platform.

### **Contingency Plan**

Should a catastrophic event occur impacting all school operations, the school will provide information on other options for enrollment.

### ***Emergency Home Learning Plan***

Should a catastrophic emergency occur affecting online access, iLEAD Online will continue to provide remote instruction via independent study as soon as practicable, but no later than 10 instructional days following the emergency as follows:

#### **Technology and Access**

- **Device Availability:** Ensure all learners continue to have access to necessary technology, including Chromebooks or other similar devices. Wi-Fi hotspots will be provided to any learner who has limited connectivity due to housing status, financial need or immediate need based on the emergency. In cases where a family still might not have internet access, distance learning packets and instructional materials will be supplied as needed.
- **Technical Support:** Tech support would be provided by the school during school hours, and families would have the capability to complete technology tickets so that technical support is provided in a timely manner. Information on how learners and parents/guardians can utilize online platforms and resources would be maintained.

#### **Instructional Strategies**

- **Online Learning Platforms:** Utilize existing systems - such as Brightspace, Zoom, Slack, Clever, NWEA MAP, and other online platforms - to continue delivering lessons, assignments, and assessments.
- **Independent Study:** Continue independent study following iLEAD Online's [Curriculum and Instruction Independent Study Policy](#) and procedures, allowing learners to complete coursework remotely without interruption.
- **Synchronous and Asynchronous Learning:** Continue synchronous and asynchronous learning following iLEAD Online's [Curriculum and Instruction Independent Study Policy](#) and procedures.
- **Educational Resources:** Ensure all learners continue to have access to digital curriculum, materials and/or learning tools through platforms such as Brightspace and Clever.

- **Learning Loss Strategies:** iLEAD Online would maintain its current schedule and increase opportunities for individualized instruction and intervention to help mitigate learning loss during the emergency. These times would also be used to address the individual needs of English Learners, SED, foster, or learners facing homelessness. The learner's individualized learning plan, along with NWEA MAP and formative assessment data, would be utilized to identify and target areas of need.

If a learner fails to engage with their online coursework, the following steps will be taken (and interpreted or translated into other home languages, as needed):

1. The coach will reach out to families via telephone, SMS, or email once they are notified or made aware.
2. Other school personnel, such as school counselors, the care team, the homeless/foster liaison, the school social worker, and/or student support, may also be involved in contacting families and reengaging the learner as needed.
3. School personnel may conduct home visits, as needed.
4. During reengagement activities, staff will verify that the learner has access to technology and internet services, as well as check on health and wellness.

### **Assessment and Accountability**

- Whether formative or summative, continue administering assessments such as NWEA MAP, CAASPP, ELPAC or other school or statewide assessments.
- Monitor adequate progress for learner success following iLEAD Online's [Curriculum and Instruction Independent Study Policy](#), [Truancy Policy](#) and procedures.

### **Support Services**

- **Counseling and Mental Health Services:** Offer virtual counseling services and continued access to [mental health resources](#), as well as other support services provided by the homeless/foster liaison and/or other support staff. The school would make additional resources available as needed based on the emergency situation.
- **Special Education Services:** Maintain compliance with IEPs through virtual support and accommodations/modifications.
- **English Learners:** Continued access to a full curriculum in all content areas, including integrated and designated ELD, would continue.
- **Meal Program:** iLEAD Online would provide nearby resources that offer meals during emergency situations.

### **Professional Development**

iLEAD Online coaches would continue to participate in professional development through both asynchronous and synchronous platforms.

### **Review and Adaptation**

iLEAD Online will annually review its Instructional Continuity Plan to adapt to new circumstances or feedback from community partners as applicable.

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# Procedures to Allow Use of School Buildings for Emergency Shelters

The school office locations will allow a public agency, including the American Red Cross, to use school offices and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school shall cooperate with the public agency in furnishing and maintaining the services as the agency may deem necessary to meet the needs of the community and will also cooperate with the authorizing district so that the school offices can be used if needed by the authorizing district if they are called upon to provide resources during a disaster or emergency.

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## Medical Emergency Procedures:

### Protocol for Responding to Opioid Overdose (Grades 7-12)

<https://www.youtube.com/watch?v=feSLRodGwN8>

#### 1. **Assess the Situation:**

- Quickly assess the learner condition and environment for any immediate danger.
- Check for responsiveness by gently shaking the learner and asking loudly if they are okay.

#### 2. **Call for Help:**

- Immediately call 911 for emergency medical service.

#### 3. **Administer Naloxone by trained school personnel if available:**

*(Note- per AB 2998, students 12 years and older may carry and administer naloxone for emergency overdose purposes while on school premises.)*

- If naloxone (Narcan) is accessible and the learner is showing signs of opioid overdose (unresponsive, shallow breathing, constricted/ tiny pupils, blue lips), administer medication per instructions.

#### 4. **Follow-Up Care:**

- Position learner onto their side.
- Tilt their head back slightly to open their airway.
- Continuously monitor learners' breathing.
- Stay with the learner and provide reassurance and comfort.
- Be prepared to perform rescue breathing or CPR if needed until EMS arrives

#### 5. **Prevent Future Overdoses:**

- Educate the learner and their caregivers about the dangers of opioid misuse and overdose.
- Secure any medications in the household, especially opioids, to prevent accidental ingestion by learners.
- Encourage open communication about substance use and provide resources for support and treatment if needed.

## **Sudden Cardiac Arrest:**

### **1. Immediate Response:**

- Activate the emergency response system (e.g., pull alarm, call 911) and call for AED.
- Begin CPR immediately, following current guidelines.
- Designated Emergency Personnel: Turn on and apply the AED pads as soon as available.

### **2. Defibrillation:**

- Follow the AED's step-by-step prompts for instruction.
- If a shock is indicated, stay clear of the individual's body.
- Continue CPR when prompted until emergency medical services (EMS) arrives.

### **3. EMS Arrival:**

- Provide a detailed report of the incident to EMS personnel.

## **Concussion:**

### **1. Assessment:**

- Evaluate all initial head injuries for any pronounced bump, lump, swelling or bleeding.
- Monitor for signs and symptoms of concussion, such as headache, dizziness, confusion, or memory problems.

### **2. Management:**

- Restrict the athlete from further activity until cleared by a healthcare professional.
- Refer the athlete to a healthcare provider for further evaluation and management.

### **3. Follow-Up:**

- Ensure that the athlete follows the recommended return to play protocol and provides school with return to activity notice from medical provider.

## **Heat Illness:**

### **1. Recognition:**

- Be aware of the signs and symptoms of heat illness, including heat cramps, heat exhaustion, and heatstroke.

### **2. Immediate Action:**

- Move the athlete to a cool, shaded area.
- Remove excess clothing.
- Provide fluids (water or sports drink) if the athlete is alert.
- Monitor for signs of severe heat illness (e.g., altered mental status, seizures).

### **3. Emergency Response:**

- If the athlete's condition deteriorates, activate the emergency response system and seek immediate medical attention.

If any of these incidents result in a 911 call, complete the [Phyl Incident Report Form](#) (**Only Learners & Visitors**) within 24hrs and return to [April.cauthron@ileadcalifornia.org](mailto:April.cauthron@ileadcalifornia.org).

## **Technological Hazard- Bus Accident**

### **1. PURPOSE**

School bus accidents may occur (field trips, interscholastic activities, etc.). The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight, batteries and emergency warning devices (road flares and reflective devices, such as triangles, vests, etc.). The purposes of these procedures are to:

- Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

### **2. RESPONSIBILITIES**

#### **A. Bus Driver**

- Call bus garage or appropriate school personnel by radio or other established means per policy and 9-1-1 emergency services (police, fire, ambulance), as required. Give the exact location of the accident, along with information about severity, injuries, and hazards, and resources needed.
- Set parking brake, turn off ignition switch, and activate hazard lights.
- Remain calm and reassure learners and/or other passengers.
- Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation. Use or deploy warning devices as appropriate.
- Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous conditions exist, requiring evacuation and/or relocation to a safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- Provide first-aid as needed.
- If learners/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to the bus garage or appropriate school personnel.
- Protect the passengers and vehicle from further accidents and injuries.
- Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Complete an incident report after the incident is resolved.

#### **School Incident Commander/School Director**

- Dispatch appropriate transportation or other staff to the accident location.
- Assess the level of support or resources needed and make it available.
- Obtain names of learners/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with the media, as appropriate.
- Ensure that special health or medical information is provided to appropriate medical providers.
- Instruct designated staff to accompany injured learners to hospital, if needed.
- Determine if FAMILY REUNIFICATION procedures should be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

## **OTHER PROCEDURES OF GENERAL OPERATIONS**

- Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the Leadership Support Team -iCA), School Director or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting).
- Communication with parents/guardians and child care providers is critical since a late school bus always raises some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals.

# **MEDICAL AND HEALTH**

## **MEDICAL EMERGENCY**

### **PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to assist staff and learners in the event of a medical emergency.

#### **I. RESPONSIBILITIES**

##### **A. School Staff**

- Assess the situation and environment for safety.
- Immediately notify the school Incident Commander/Site Coordinator.
- Assess the seriousness of the injury or illness.
- Call 9-1-1 immediately. Be prepared to provide the location and any pertinent details regarding the emergency.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.

##### **B. School Incident Commander/ Site Coordinator**

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If an injured person is a member of school personnel or a learner, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

- Ensure learner or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

## **Procedures for Suicide Prevention**

### **1. Identification & Reporting**

#### **A. Recognition of Warning Signs**

All school staff should be trained to recognize potential warning signs, including:

- Verbal threats of self-harm or suicide
- Depression, withdrawal, or hopelessness
- Drastic mood or behavior changes
- Notes, texts, or social media posts indicating suicidal thoughts giving away possessions or saying goodbye

#### **B. Reporting Process**

- Any concerning behavior or statements must be reported immediately to the school counselor, psychologist, or designated mental health professional.
- Do not dismiss any threats or signs, even if the student claims to be joking.

### **2. Immediate Response Protocol**

#### **A. Learner Safety**

- Ensure the learner is in a safe, private location.
- Do not leave the learner alone.
- Remove any potentially dangerous items (scissors, belts, etc.).

#### **B. Notify Crisis Response Team**

- Contact the school's Crisis Response Team or designated mental health lead.
- Begin risk assessment using validated tools (e.g., Columbia-Suicide Severity Rating Scale).

### **3. Parent/Guardian Notification**

- Contact parent/guardian immediately after initial assessment.
- If the learner is deemed at moderate to high risk, they must be released to a responsible adult.
- Provide mental health resources and crisis hotline numbers.

### **4. Emergency Intervention**

- If the learner is in immediate danger or refuses to stay safe:
  - **Call 911**
  - Inform them of the learner's risk and provide any relevant information.
- Follow school policy for transportation (e.g., ambulance if needed).

### **5. Documentation**

- *Complete a Suicide Risk Incident Report including:*
  - Date/time of incident

- Who reported it
- What was said or observed
- Actions taken
- Who was notified (parents, emergency services, etc.)
- File confidentially with school mental health team.

## **6. Re-Entry & Follow-Up**

### **A. Re-Entry Meeting (After Crisis/Hospitalization)**

- Meet with student and parent/guardian.
- Review documentation from healthcare providers.
- Develop a Student Safety & Support Plan:
  - Identify a staff “check-in” person.
  - Discuss classroom accommodations (if needed).
  - Reinforce access to counseling services.

### **B. Ongoing Monitoring**

- Assign regular follow-up meetings with a counselor.
- Continue communication with parents/guardians.
- Monitor student behavior, mood, and academic performance.

## **7. Staff Training & Awareness**

- All staff receive annual training in suicide awareness and prevention.
- School keeps a current list of:
  - Mental health resources
  - Emergency contact numbers
  - Crisis lines (e.g., 988 Suicide & Crisis Lifeline)

## **8. Confidentiality**

- Handle all incidents with compassion and discretion.
- Information is only shared with individuals directly involved in the student’s care and safety.

## **Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity at School or School-Sponsored Activities**

### **1. Immediate Assessment:**

- Upon receiving a report of dangerous, violent, or unlawful activity, the designated school authorities or security personnel should immediately assess the situation.
- Gather as much information as possible about the nature of the activity, its location, and any individuals involved.

### **2. Secure the Area:**

- If it is safe to do so, secure the area where the activity is taking place to prevent further harm.
- Follow established lockdown procedures if necessary to ensure the safety of learner and staff.

**3. Notify School site director****4. Implement Safety Protocols:**

- Follow established safety protocols and procedures to ensure the safety of learner, staff, and visitors.
- If necessary, evacuate learners and staff to a safe location following evacuation procedures.

**5. Coordinate with Law Enforcement:**

- Allow law enforcement to take the lead in managing the situation and follow their instructions.

**6. Communicate with Stakeholders:**

- Keep parents, guardians, and other stakeholders informed about the situation through appropriate communication channels..

**7. Provide Support and Counseling:**

- Offer support and counseling services to learners, staff, and others affected by the incident.
- Ensure that appropriate resources are available to address any emotional or psychological needs that may arise.

**8. Review and Update Policies:**

- After the incident has been resolved, conduct a review of existing policies and procedures to identify any areas for improvement.

## Cyberbullying

iLEAD Online provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

## Discipline and Due Process for learners

The school's discipline, suspension, expulsion, and involuntary removal policies are in accordance with learners' rights and with applicable law. As a charter school, the delineated suspension and expulsion offenses contained in California Education Code Section 48900 *et seq.* are not applicable to the school. However, the Board has reviewed those sections of California Education Code and utilized similar guidelines when they were deemed appropriate to the desired disciplinary environment of the school.

## **Board Policies**

iLEAD Online follows formal due process procedures to deal with the discipline of learners. Learners are guaranteed due process of law. The discipline policies have been developed to identify the types of conduct subject to discipline, to offer an opportunity for a hearing in which the learners may present evidence to defend his/her actions, and to ensure due process for the learners. Discipline policies are approved by the Board and are reviewed regularly. The Board reviews the policies to be sure they are within all current legal guidelines and that they are consistent with the school's mission and educational program.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws. If a learner with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described herein for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days per school year or upon any recommendation for expulsion, the school will determine if the behavior manifested from the learners' disability. If the school determines that the violation is not a manifestation of the learner's disability, the school will apply the discipline procedures to the learners in the same manner and for the same duration as the procedures would be applied to learners without disabilities. However, if it is determined that the violation manifested from the learner's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Suspended or expelled learners shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A learner identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education learners except when federal and state law requires additional or different procedures. iLEAD Online will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a learner identified as an individual with disabilities, for whom iLEAD Online has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such learners.

No learners shall be involuntarily removed by iLEAD Online for any reason unless the parent/guardian of the learner has been provided written notice of intent to remove the learner no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the learner or the learner's parent/guardian and shall inform the learner, and the learner's parent/guardian of the basis for which the learner is being involuntarily removed, and the learner's parent/guardian's right to request a hearing to challenge the involuntary removal. If a learner's parent, guardian requests a hearing, iLEAD Online shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the learner. If the learner's parent/guardian requests a hearing, the learner shall remain enrolled and shall not be removed until iLEAD Online issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.



Learners may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the learner's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## **Procedures**

### **A. Grounds for Suspension and Expulsion of learners**

A learner 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; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

#### **1. Discretionary Suspension Offenses. learners may be suspended when it is determined the learners:**

- 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- g. 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 a learner's own prescription products by a learner.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j. Disrupted school activities or otherwise willfully defied the valid authority of Site director, facilitators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to learners in any of grades 9-12, inclusive.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. 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.
- m. Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learners from being a witness and/or retaliating against that learners for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing"

means a method of initiation or preinitiation into a learners 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 learners. For purposes of this policy, "hazing" does not include athletic events or school- sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to learners in any of grades 4 to 12, inclusive. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to learners in any of grades 4 to 12, inclusive.
- r. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a learners or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or learners(s) by creating an intimidating or hostile educational environment. This provision shall apply to learners in any of grades 4 to 12, inclusive.
- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "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 learners or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable learners (defined as a learners, including, but is not limited to, a learners with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or learners in fear of harm to that learners or those learners' person or property.
    2. Causing a reasonable learner to experience a substantially detrimental effect on their physical or mental health.
    3. Causing reasonable learners to experience substantial interference with their academic performance.

4. Causing a reasonable learner to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "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, of a communication, including, but not limited to, any of the following:
    1. A message, text, sound, video, or image.
    2. 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 (ii) above.
      - b. Creating a credible impersonation of another actual learners for the purpose of having one or more of the effects listed in subparagraph (ii) above. "Credible impersonation" means to knowingly and without consent impersonate a learner for the purpose of bullying the learners and such that another learner would reasonably believe, or has reasonably believed, that the learner was or is the learner who was impersonated.
      - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (ii) above. "False profile" means a profile of a fictitious learners or a profile using the likeness or attributes of an actual learner other than the learners who created the false profile.
    3. An act of cyber sexual bullying.
      - a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a learners to another learners or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (ii). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - iii. Notwithstanding subparagraphs (ii) and (iii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
    - a. A learner who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a learners who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- b. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the learners unless, in the case of possession of any object of this type, the learners had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

**2. Non-Discretionary Suspension Offenses: learners must be suspended and recommended for expulsion when it is determined the learners:**

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the learners had obtained written permission to possess the item from a certificated school employee, with the Site director or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

**3. Discretionary Expellable Offenses: learners may be recommended for expulsion when it is determined the learners:**

- 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 a learner's own prescription products by a learner.
- 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. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. 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.
- m. Harassed, threatened, or intimidated a learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learners from

- being a witness and/or retaliating against that learners for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
  - o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a learners 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 learners. For purposes of this policy, "hazing" does not include athletic events or school- sanctioned events.
  - p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
  - q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to learners in any of grades 4 to 12, inclusive.
  - r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to learners in any of grades 4 to 12, inclusive.
  - s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a learners or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or learners(s) by creating an intimidating or hostile educational environment. This provision shall apply to learners in any of grades 4 to 12, inclusive.
  - t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    - i. "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 learners or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable learners (defined as a learners, including, but is not limited to, a learners with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or learners in fear of harm to that learners or those learners' person or property.
  2. Causing a reasonable learner to experience a substantially detrimental effect on their physical or mental health.
  3. Causing reasonable learners to experience substantial interference with their academic performance.
  4. Causing a reasonable learner to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "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:
1. A message, text, sound, video, or image.
  2. 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 (i) above.
    - b. Creating a credible impersonation of another actual learners for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a learner for the purpose of bullying the learners and such that another learners would reasonably believe, or has reasonably believed, that the learners was or is the learner who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious learner or a profile using the likeness or attributes of an actual learner other than the learners who created the false profile.
  3. An act of cyber sexual bullying.
    - a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a learners to another learners or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i).

A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is curreosted on the Internet.
- iv. A Intly pearners who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a learners who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- u. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the learners unless, in the case of possession of any object of this type, the learners had obtained written permission to possess the item from a certificated school employee, with the Site director or designee's concurrence.

**4. Non-Discretionary Expellable Offenses: learners must be recommended for expulsion when it is determined pursuant to the procedures below that the learners:**

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the learners had obtained written permission to possess the item from a certificated school employee, with the Site director or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the School Director and/or Board of Directors that a learner has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the learners shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the learners shall be provided due process rights of notice and a hearing as required in this policy.

iLEAD Online will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 a term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference Suspension shall be preceded, if possible, by a conference conducted by the Site director or designee with the learners and the learner's parent/guardian and, whenever practical, the facilitator, Site director or iLEAD Online employee who referred the learners to the Site director or designee.

The conference may be omitted if the Site director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of learners or iLEAD Online personnel. If a learner is suspended without this conference, both the parent/guardian and the learner shall be notified of the learner's right to return to school for the purpose of a conference.

At the conference, the learners shall be informed of the reason for the disciplinary action and the evidence against the learners and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the learner waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the learner is physically able to return to school for the conference. Penalties shall not be imposed on a learner for failure of the learner's parent or guardian to attend a conference with Charter School officials.

Reinstatement of the suspended learners shall not be contingent upon attendance by the learners's parent/guardian at the conference.

2. Notice to Parents/Guardians at the time of the suspension, a site director or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a learner is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the learners as well as the date the learners may return to school following the suspension. If iLEAD Online officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Site director or designee, the learners and the learner's parent/guardian shall be invited to a conference to determine if the suspension for the learners should be extended pending an expulsion hearing. In such instances when iLEAD Online has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the learners and the learner's parent/guardian, unless the learners and the learner's parent/guardian fail to attend the conference. This determination will be made by the Site director or designee upon either of the following: 1) the learner's presence will be disruptive to the education process; or 2) the learner poses a threat or danger to others. Upon either determination, the learner's suspension will be extended pending the results of an expulsion hearing.



#### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the learners, or the affected learners, a facilitator shall provide to a learners in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the learners would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the facilitator by the learners either upon the learner's return to school from suspension or within the timeframe originally prescribed by the facilitator, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the learners's overall grade in the class.

### **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), learners recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the learners should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A learner may be expelled either by the neutral and impartial iLEAD Online Board of Directors following a hearing before it or by the iLEAD Online Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a facilitator of the learners nor a member of the iLEAD Online School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any learners found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **Expulsion Procedures**

Learners recommended for expulsion are entitled to a hearing to determine whether the learners should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Site director or designee determines that the learners has committed an expellable offense and recommends the learners for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all learners confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the learners makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the iLEAD Online disciplinary rules which relate to the alleged violation;
4. Notification of the learners's or parent/guardian's obligation to provide information about the learners's status at iLEAD Online to any other school district or school to which the learners seeks enrollment;
5. The opportunity for the learners and/or the learner's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the learners's behalf including witnesses.

#### **E. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

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

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

## **F. Record of Hearing**

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

## **G. Presentation of Evidence**

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

If, due to a written request by the expelled learners, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

## **H. Expulsion Decision**

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the learners shall immediately be returned to their previous educational program.

## **I. Written Notice to Expel**

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

## **J. Disciplinary Records**

iLEAD Online shall maintain records of all learners suspensions and expulsions at iLEAD Online. Such records shall be made available to the chartering authority upon request.

## **K. No Right to Appeal**

The learners shall have no right of appeal from expulsion from iLEAD Online as the iLEAD Online Board of Directors' decision to expel shall be final.

## **L. Expelled learners/Alternative Education**

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

## **M. Rehabilitation Plans**

Learners who are expelled from iLEAD Online shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the learners may reapply to iLEAD Online for readmission.

## **N. Readmission or Admission of Previously Expelled learners**

The decision to readmit a learners after the end of the learner's expulsion term or to admit a previously expelled learners from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the learner's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Site director or designee and the learners and learners's parent/guardian to determine whether the learners has successfully completed the rehabilitation plan and to determine whether the learners poses a threat to others or will be disruptive to the school environment.

The Site director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Site director or designee's determination. The Board shall then make a final decision regarding readmission or admission of the learners during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The learner's readmission is also contingent upon iLEAD Online's capacity at the time the learner seeks readmission or admission to iLEAD Online.

## **F. Notice to facilitators**

iLEAD Online shall notify facilitators of each learner who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **G. Involuntary Removal for Truancy**

In accordance with Education Code Section 51747 and the iLEAD Online's Board policy on independent study, after missing the number of assignments indicated on the Master Agreement, an evaluation is held to determine whether it is in the best interest of the learners to remain in independent study. If it is determined that it is not in the learner's best interest to remain in independent study, iLEAD Online may involuntarily remove the learners after iLEAD Online follows the requirements of the Missed Assignment Policy or similar and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Learners who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

## **H. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of learners with Disabilities**

### **1. Notification of SELPA**

- a. iLEAD Online shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any learners with a disability or learners that iLEAD Online or the SELPA would be deemed to have knowledge that the learners had a disability.

### **2. Services During Suspension**

- b. learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learners to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the learners's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

- a. Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of learners conduct, iLEAD Online, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the learner's file, including the child's IEP/504 Plan, any facilitator observations, and
  - c. any relevant information provided by the parent/guardian to determine:
    - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    - ii. If the conduct in question was the direct result of the local educational agencies failure to implement the IEP/504 Plan.

If iLEAD Online, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If iLEAD Online, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not

- conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
  - iii. Return the child to the placement from which the child was removed, unless the parent/guardian and iLEAD Online agree to a change of placement as part of the modification of the behavioral intervention plan.

If the iLEAD Online, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the learners's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then iLEAD Online may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to learners without disabilities.

#### **4. Due Process Appeals**

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or iLEAD Online believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the learners or the manifestation determination has been requested by either the parent/guardian or iLEAD Online the learners shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and iLEAD Online agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if iLEAD Online believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or iLEAD Online may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### **5. Special Circumstances**

iLEAD Online personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of learners conduct. The Site director or designee may remove a learners to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the learners's disability in cases where a learners:

- d. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

- e. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- f. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## **6. Interim Alternative Educational Setting**

The learner's interim alternative educational setting shall be determined by the learners's IEP/504 Team.

## **7. Procedures for learners Not Yet Eligible for Special Education Services**

A learner who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the iLEAD Online's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if iLEAD Online had knowledge that the learners was disabled before the behavior occurred.

iLEAD Online shall be deemed to have knowledge that the learners had a disability if one of the following conditions exists:

- f. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to iLEAD Online Site directory or administrative personnel, or to one of the child's facilitators, that the learners is in need of special education or related services.
- g. The parent/guardian has requested an evaluation of the child.
- h. The child's facilitator, or other iLEAD Online personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other iLEAD Online Site directory personnel.

If iLEAD Online knew or should have known the learners had a disability under any of the three (3) circumstances described above, the learners may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If iLEAD Online had no basis for knowledge of the learners's disability, it shall proceed with the proposed discipline. iLEAD Online shall conduct an expedited evaluation if requested by the parents; however, the learners shall remain in the education placement determined by iLEAD Online pending the results of the evaluation.

iLEAD Online shall not be deemed to have knowledge that the learners had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the learners has been evaluated and determined to not be eligible.

# **Notification of Dangerous Pupils**

In accordance with state law, the Site director shall inform the facilitator of a learner who has committed any acts which constitute grounds for suspension or expulsion. Any information received by a facilitator shall remain confidential and shall not be further disseminated.

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## **INTERACTION WITH learners**

Any employee who interacts with learners in the course of their job should be familiar with and comply with the policies contained within the School Handbook as it pertains to harassment or treatment of learners. Harassment or treatment of a learner that is prohibited by the School Handbook is not tolerated and any employee who violates the policies in the School Handbook may receive disciplinary action.

## **SANCTIONS**

Any employee, Site director, or manager, at any level, who violates this Policy, will be subject to discipline up to and including termination of employment.

## **INVESTIGATION PROCEDURE**

When an investigation is being conducted, Human Resources representatives will instruct and provide guidance to participants of the investigation regarding confidentiality, and employees are expected to fully comply with these instructions in order to maintain the integrity of the investigation.

An employee who is questioned as part of an investigation must be forthcoming and candid in answering all questions and must not withhold information pertinent to the investigation. Withholding information or providing false information during an investigation is a serious violation of this Policy and will subject an individual to disciplinary action, up to and including termination.

## **ISSUE RESOLUTION PROCESS**

We encourage open and direct lines of communication between employees at all levels of the organization. We respect the intelligence of our employees and their ability to speak for themselves. It benefits everyone when employees feel free to bring questions, suggestions and concerns directly to their managers. Examples of issues that should be handled through this resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and learners; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a Site director; and regulatory compliance.

Employees should follow the resolution process detailed below. Employees should always contact Human Resources immediately to deal with issues of discrimination or harassment as described in the Preventing Workplace Harassment policy of this handbook.

## **STEPS IN THE PROCESS**

1. If the issue does not involve a violation of school policy or an ethical or regulatory requirement, meet with at least two levels of management. An employee must, in good faith, make every attempt to resolve the issue with his or her immediate manager and, if that is not successful, then with his or her next level manager. Fear of retaliation is not a legitimate reason to skip this step. If the issue does involve a violation of school policy or an ethical or regulatory requirement, then the employee should proceed directly to step 2.
2. If the immediate manager or the next level manager cannot resolve the issue, or if the issue involves a violation of school policy or an ethical or regulatory requirement, it is important to describe the issue, the desired result, and your proposed solution to the issue. This step should occur as soon as possible after the occurrence of the problem.
3. If the issue relates to a personnel matter or work condition, contact Human Resources. After an employee fully describes the issue, Human Resources will help them and their manager consider how policies, procedures, and practices relate for the issue. Often, the policies in this handbook will dictate a resolution to the issue. If the issue involves a school policy or an



ethical or regulatory requirement, contact a member of the school management team.

Human Resources can provide you with the name of the appropriate contact or you can ask them to contact the appropriate individual on your behalf.

4. If your issue is not resolved by either Human Resources or School Services, you can request that your matter be presented to your school's governing body (if applicable) for final consideration or you can contact them directly. The contact information for your school's governing body is located on your school's web site.(see also the iLEAD Online Employee Handbook)

## **Dress Code (including Gang-Related Apparel)**

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Any clothing worn or displayed at a school sponsored event that could reasonably be determined to threaten the health and safety of the school environment will be prohibited. Such determination will be made by on site administration or other school staff.

# Emergency Phone Numbers

**IN THE CASE OF ANY EMERGENCY, ALWAYS CALL 911**

<b>Children and Family Services</b>	1(800)793-KIDS
<b>Poison Control</b>	1(800) 222-1222
<b>Local Red Cross</b>	1(800)733-2767

## Site Emergency Contact List

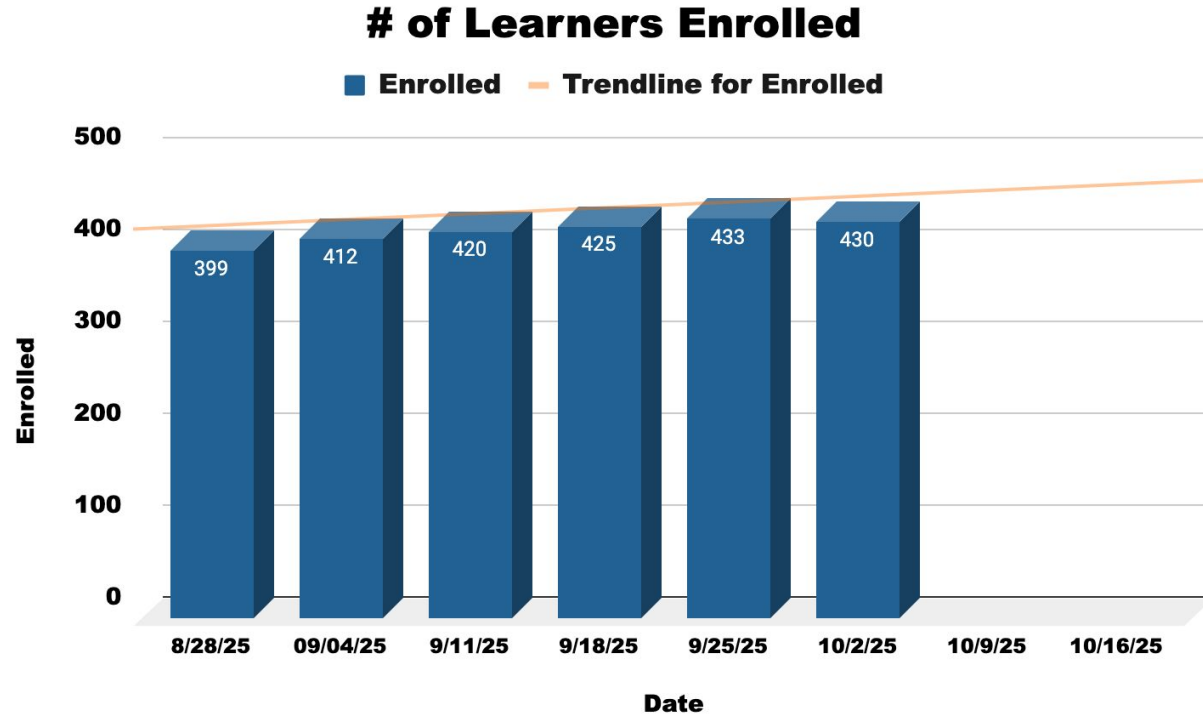
<b>Name</b>	<b>Phone #</b>	<b>Email</b>	<b>Position</b>
Emilie Evenson	(661)839-3164	emilie.evenson@ileadonline.org	Site Coordinator
Emlie Evenson	(661) 839-3164	emilie.evenson@ileadonline.org	Leadership Resident
Samin Davari	(310) 663-3792	samin.davari@ileadonline.org	
Cindy Williams	(661) 513-7227	cindy.williams@ileadonline.org	Compliance Support
Savannah Lopez	(843) 816-5647	Savannah.lopez@ileadonline.org	Network Support Engineer
April Cauthron	(818) 631-1095	april.cauthron@ileadschools.org	Director of Facilities and Safety
Kate Wolfe	(818) 470-7148	kate.wolfe@ileadonline.org	iLEAD Director
Amy Silva	818-970-0269	amy.silva@ileadcalifornia.org	iLEAD School Nurse



# ***iLEAD Online State of the School***

**2025-2026**

# Enrollment

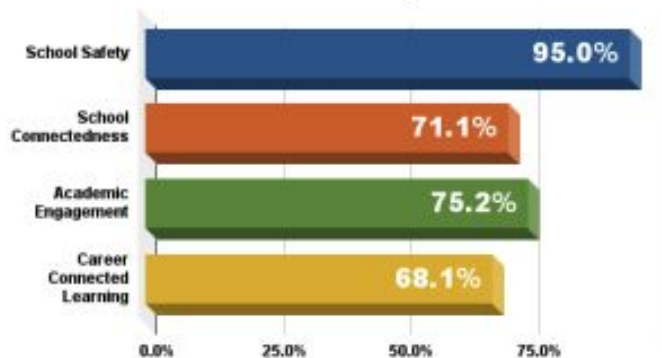


**Projected  
Enrollment  
450**

# Learner Educational Partner Survey

## Learner Educational Partner Survey

% of Favorable Responses



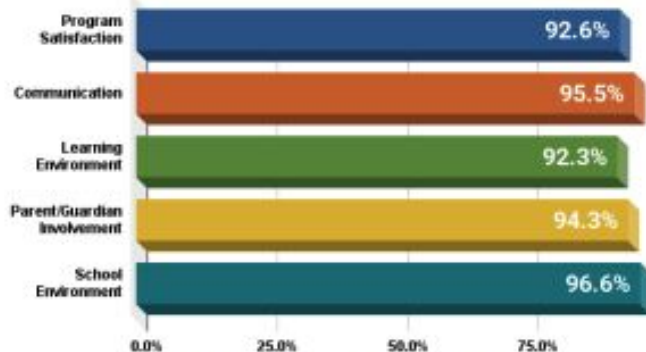
## Learner EP Survey Dashboard Report



# Family Educational Partner Survey

## Family Educational Partner Survey

% of Favorable Responses



Dashboard Report

## Family EP Dashboard Report








# Staff Educational Partner Survey

## Dashboard Report



### Staff Educational Partner Survey

#### % of Favorable Responses

	Leadership	92.7%
	Work Environment	96.4%
	Professional Growth	91.1%
	Resources	100.0%
	Community and Belonging	97.9%





# Learner Outcomes

## Lifelong Learner



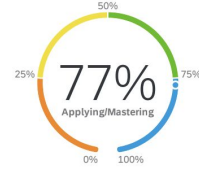
Percentage of Favorable Responses



## Empathetic Citizen



Percentage of Favorable Responses



## Authentic Individual



Percentage of Favorable Responses



## Design Thinker



Percentage of Favorable Responses



**24-25 Learner Outcome Dashboard Reports**

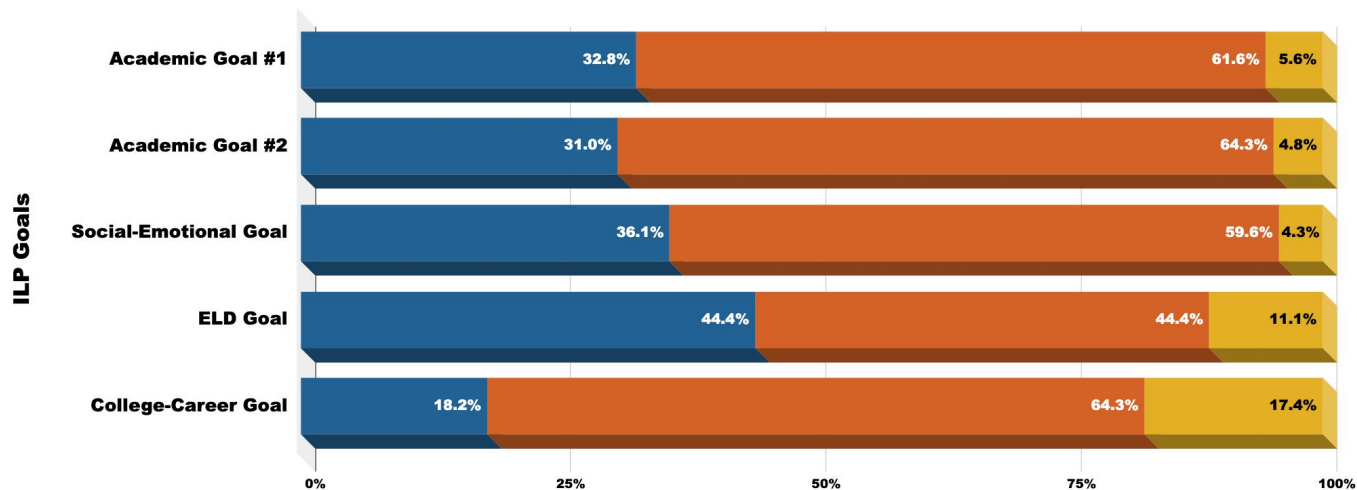




# ILP Goals

ILP Goal Completion Status

■ Goal Met ■ In Progress ■ Not Yet



# Academic Achievement and Growth

iLEAD Online uses several local and state assessments to measure achievement and growth across the grade levels.

- CAASPP (State)
  - SBAC Math (Grades 3-8, 11)
  - SBAC Reading (Grades 3-8, 11)
  - Science (Grades, 5, 8, HS)
- MAP NWEA (Local)
  - K-12 MAP Growth: Math
  - K-12 MAP Growth: Reading
  - 2-12 MAP Growth: Science
- Amira
  - Literacy Screener

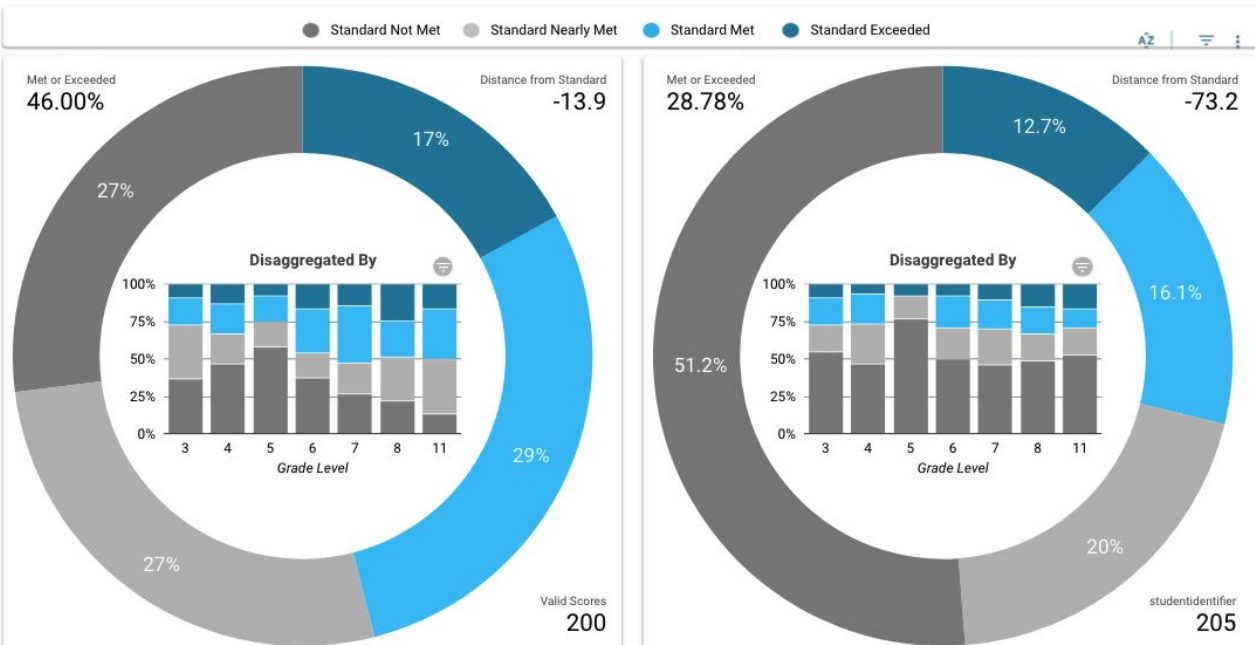


## ELA/Math

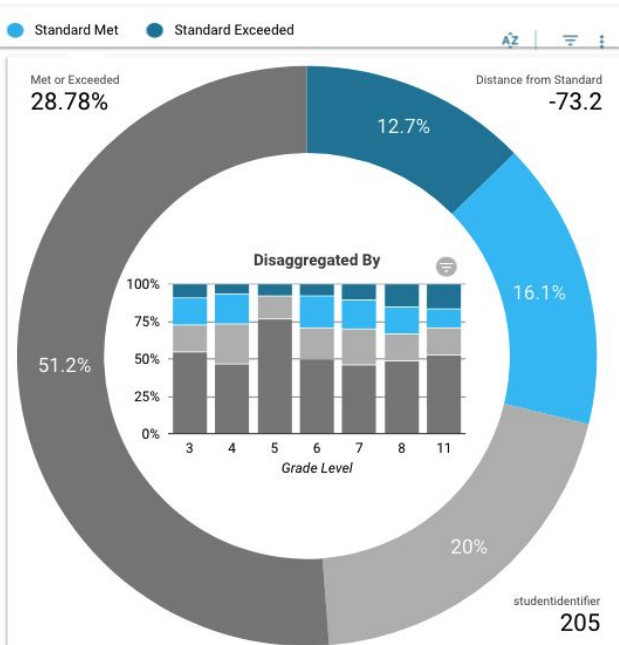


# 2025 SBAC Results

## Overall ELA Results



## Overall Math Results

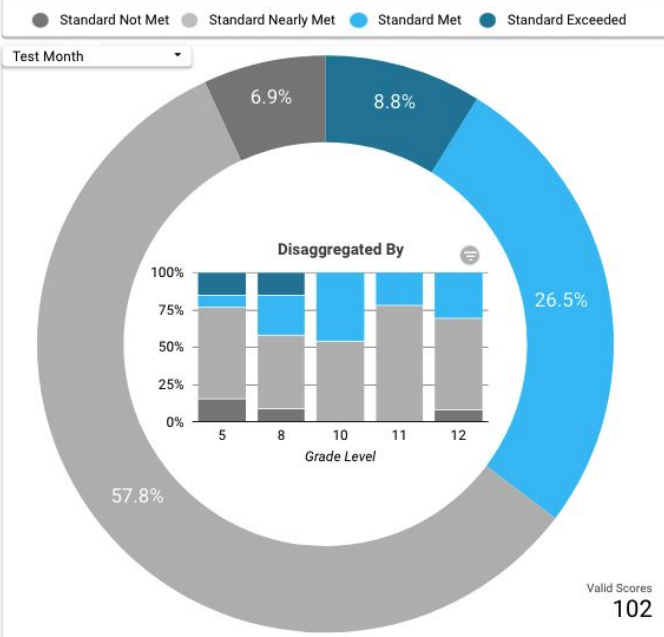


# 2025 CAST Results

## Science



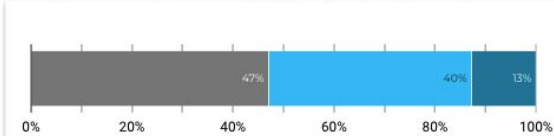
### Overall Results



● Below Standard ● Near Standard ● Above Standard

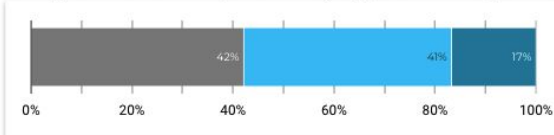
### Life Sciences

Focusing on structures and processes in living things, ecosystems, heredity and biological evolution.



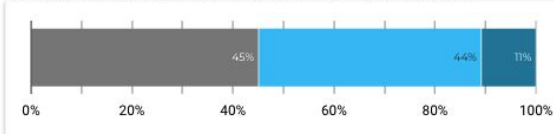
### Physical Sciences

Focusing on matter and its interactions, motion and stability, energy, and waves and their applications.



### Earth and Space Sciences

Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity.





# 2025 ELPAC Results

**Moderately  
and Well  
Developed**

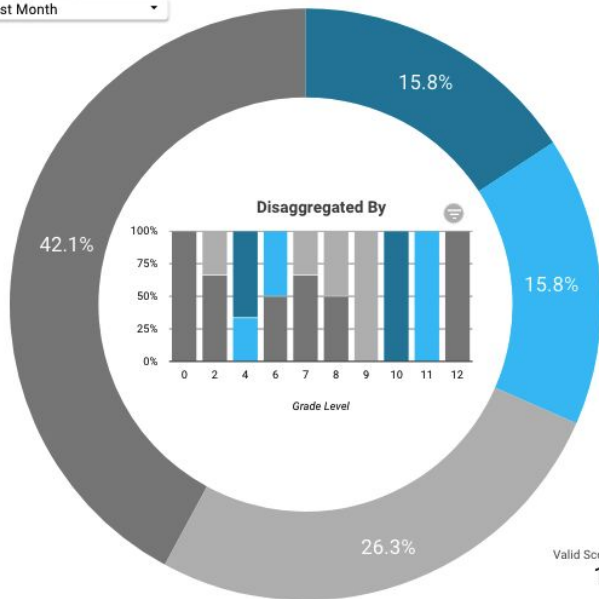
**31.6%**



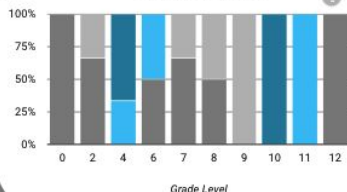
## Overall Results

● Beginning Stage ● Somewhat Developed ● Moderately Developed ● Well Developed

Test Month

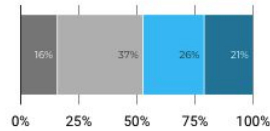


### Disaggregated By

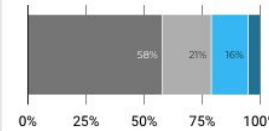


Valid Scores  
19

## Oral Language Results



## Written Results



### Domain: Listening

● Beginning ● Somewhat/Moderately ● Well Dev.



### Domain: Speaking



### Domain: Reading



### Domain: Writing



# CAASPP: Change Over Time

ELA Met and Exceeded					
LEA	18-19	21-22	22-23	23-24	24-25
iLEAD Online	50.0%	37.0%	51.3%	37.4%	46.2%

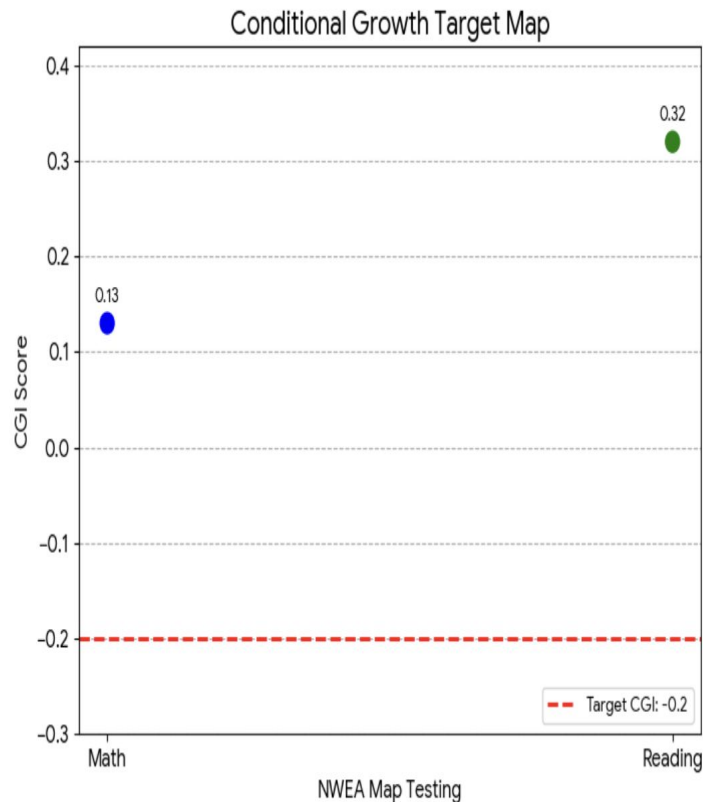
Math Met and Exceeded					
LEA	18-19	21-22	22-23	23-24	24-25
iLEAD Online	18.2%	19.5%	24.8%	20.6%	28.8%

Science Met and Exceeded					
LEA	18-19	21-22	22-23	23-24	24-25
iLEAD Online	29.9%	29.5%	30.2%	23.4%	35.0%





# Conditional Growth Index (CGI)



**Target for Verified Data  
is -0.2 or Higher**



# Other Data Indicators

Chronic  
Absenteeism  
(absent 10% or  
more)

6.9%

Graduates/  
Completers

71.7%

Coming  
Soon

College and  
Career  
Indicator  
(% Prepared)

0.0%

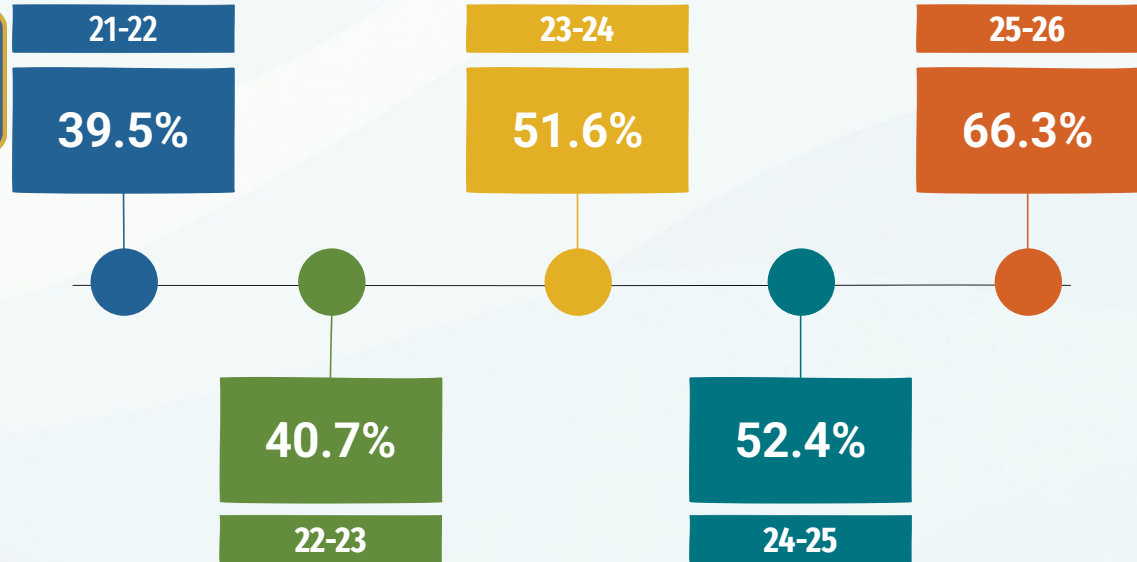
Suspensions







# Learner Retention



# Annual Goals

- Increase the number of high school learners who graduate college and are career-ready by growing academic counseling, and knowledge of CTE Pathways and other indicators.
- Grow in understanding and practice of MTSS and tiered intervention, including increasing counseling and services for high-needs learners.
- Continue to improve courses/curriculum through, increasing CTE, Arts, and AP courses, researching new tools/resources, increasing hands-on project options, and building in voice and choice, differentiation, scaffolding and varied forms of assessment.
- Increase CAASPP math and ELA test scores and participation through implementation of interventions, and small group and personalized instruction.



# Director ILP Goals

**FOCUS AREA 1: Learner Academic Growth:** I would like to evaluate and, as needed, revise our existing MTSS systems by taking a closer look at data to support a continuous cycle of growth. This includes strengthening small-group interventions, holding regular data protocol check-ins, and encouraging greater learner participation in live sessions and small groups. I'd like to see at least a 10-15% increase in live session participation.

**FOCUS AREA 2: Social-Emotional Learning:** Enhance the intentional integration of Learner Outcomes and SEL within advisories, 9–12 courses, and adventure courses. Although these components often appear organically, a more purposeful approach will ensure they're embedded meaningfully across all learning experiences.

**FOCUS AREA 3: Personal/Professional Development:** I recognize the importance of modeling the same balance and self-compassion I encourage in others. Moving forward, I want to be more intentional about setting aside time for my own self-care and personal growth. This means practicing kind and realistic self-talk, maintaining healthy boundaries, and creating space to recharge. Regular yoga, mindfulness, and meaningful time with family help me stay grounded, present, and connected to the work I love.



**Kate  
Wolfe**

# *Director Evaluation Categories*



# Shared Vision

Development and Implementation of a Shared Vision	1	2	3	4
<p><b>Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.</b></p> <ol style="list-style-type: none"><li>1. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.</li><li>2. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.</li><li>3. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</li></ol>				
<p><b>Comments:</b></p>				



iLEADonline



# Instructional Leadership

## Instructional Leadership

1

2

3

4

**Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.**

1. Professional Learning Culture: Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.
2. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.
3. Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

**Comments:**

# Environment

## Management and Learning Environment

1

2

3

4

**Education leaders manage the organization to cultivate a safe and productive learning and working environment.**

1. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.
2. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.
3. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.
4. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

**Comments:**



# Community Engagement

## Family and Community Engagement

1

2

3

4

**Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.**

1. Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.
2. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.
3. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

**Comments:**





# Integrity

## Ethics and Integrity

1

2

3

4

**Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.**

1. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.
2. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.
3. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.

**Comments:**

# Policy

## External Context and Policy

1

2

3

4

**Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.**

1. **Understanding and Communicating Policy:** Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.
2. **Professional Influence:** Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.
3. **Policy Engagement:** Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

**Comments:**





## School Director Report 10/21/2025

The School Director's Report will reflect the School's Annual Goals and the CA Professional Standards for Education Leaders. These are critical goals for the school's continual improvement cycle.

### **Enrollment Information**

- Budgeted Enrollment Number - 450 (including track C)
- Current Enrollment Number - 424 with 4 in pre-enroll (428 total not including Track C July/August only learners)
- Track A Attendance % - 98.97
- Track A ADA- 310.89
- Track C Attendance % - 99.21
- Track C ADA - 93.15
- Wait List Information - 0

## **CA Professional Standards for Education Leaders**

### **Development and Implementation of a Shared Vision**

#### **School Annual Goals**

- Increase the number of high school learners who graduate college and are career-ready by growing academic counseling and knowledge of CTE Pathways and other indicators.
- Grow in understanding and practice of MTSS and tiered intervention, including increasing counseling and services for high-needs learners.
- Continue to improve courses/curriculum through, increasing CTE, Arts, and AP courses, researching new tools/resources, increasing hands-on project options, and building in voice and choice, differentiation, scaffolding and varied forms of assessment.

#### **Quarterly Big Rocks**

- **Track A/C Start Up:**
  - Support office and teaching staff in getting things up and running for tracks A and C. This includes PL planning, event planning, new sheets to track enrollments and rosters, training,

MTSS tracker, etc.

- **MTSS Tracking:**

- Hire Data/Instruction Coach

- Provide training

- **Course Development:**

- Check in with facilitators who established revision goals.

- Continue to support regular curriculum revision to encourage growth of hands-on projects and voice and choice in all classes, along with universal scaffolding and support.

- **College and Career Readiness:**

- Support new counselor onboarding

- Revise systems for grad path changes so that they're clear and provide ample planning and support for learners and coaches.

- **Training, Systems, and Structures:**

- Update tracker, guidebooks, and create training courses for all roles at iLEAD Online

- Review and update the progress tracker for next year

- Create new pacing guides for learners and staff

## Management and Learning Environment

Our first SSC (School Site Council) Meeting of the year was held on September 30th. We had some great discussion and are looking forward to our winter meeting!



## Instructional Leadership

We had a follow up on restorative practices this past week, which was relevant, and tailored to our program and our learners' needs. We've also started diving into data protocols, which allow us to meet with each coach and review their learners' MAP data, progress, and plan for interventions as needed.

This is a great opportunity to collaborate, brainstorm, and grow best practices in providing personalized, in-depth support for each of our learners.

## Curriculum and Instruction

We have some WONDERFUL work to share!

- ★ 7th Graders had LOTS of options to get creative and show mastery in their Medieval Times course! Tobias P created an [incredible statue and wrote a reflection](#) showing his understanding of the topic!

# Final Product



- ★ In English 10, Delilah C created a striking original watercolor showing predator-prey imagery to convey the constant threat felt by Jews during WWII.



In Maus, cats are represented as Nazis and mice as Jews to symbolize the predator-prey relationship. My watercolor and ink poster shows mice running out of a hole with a cat's shadow ready to pounce out at them. This represents the Jews trying to escape, but the Nazis are always ready to attack.

- ★ In Spanish 4, Demetrius DeLeón practiced the conditional tense by creating a superhero comic strip.



- ★ Addyson C created an incredible Patterned Wave project in her course 'How'd They Do It?'. This class introduces kids to famous art and artists and lets them try their hand at their own original art inspired by the Masters.





## Family and Community Engagement

We have so many fun activities!

- ★ Our staff was invited to attend the annual Wellness Day for Educators at Getty Center, Saturday, October 25. We're excited to be able to participate in a relaxing day of wellness activities. Highlights include a healing sound bath, art-making, DIY autumn spice sachets, seasonal wreath-making, yoga, gallery talks, guided breathwork, and private time to wander the garden and galleries.
- ★ Rigo Ortega continues to represent us at regular fairs to share all the great things about iLEAD Online! Our most recent event was the Granada Hills Street fair just this past weekend!



- ★ Our Gibbon meetup was a hit! We had almost 30 participants, and it was a wonderful opportunity to connect and learn.



- ★ It was so much fun to represent iLEAD this weekend at the Interscholastic Equestrian League opening horse show! We put together a kindness board so that all competitors could

share a note of encouragement. Everyone loved it and it's a privilege to help encourage positivity and good sportsmanship.



## Upcoming!

### 10/22: Prime Desert Adventure

**JOIN US FOR A**

# PRIME DESERT ADVENTURE: WALK, CREATE, DISCOVER

**October 22 | 10:00 AM - 12:00 PM**

**TK-12 Meet Up**

We'll enjoy a short desert walk, listen to a desert-themed story, create art inspired by nature, and explore the Interpretive Center.

Make sure to bring water, comfortable shoes, and your curiosity!

October 2025





**10/22 and 10/24:**



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

**10/30: CSU Fullerton College Tour**

### **Ethics and Integrity**

- ★ Farnaz Kaufmann followed up on our original Restorative Practices training with a 3 hour deep dive that supported our staff in tools for communication and conflict resolution.

**EMPLOYMENT - NEW HIRES**

NA

**RESIGNATIONS/TERMINATIONS**

NA

**STATUS CHANGE**

Atsumi, Yukika

Educational Facilitator - From PT to FT Hourly

10.06.25

**Company Name:** iLEAD Online  
**Report Name:** Payment Register Summary  
**Report Title 2:** Mission Valley Bank  
**Footer Text:** 08/28/2025-10/15/2025

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	52,224.23
3402	Health & Welfare Benefits - Classified positions	9,571.96
4110	Core Curriculum - Texts, Workbooks, etc	3,901.65
4120	Core Curriculum - Software & Programs	6,839.95
4130	Other Curriculum	5,031.78
4315	Art Supplies	90.12
4340	Office Supplies	1,068.00
4430	IT Equipment & Supplies	61,107.83
5210	Travel for PD, Conferences, & School Development	1,407.62
5220	Travel for Intersite Business - Mileage*	509.00
5230	Conference & Workshop Registration Fees	2,697.00
5240	Professional Development - Meetings & Collaborations	94.53
5310	Professional Dues, Memberships, and Subscriptions	16,088.77
5801	Professional Services - Service Fees	439,485.45
5808	Professional Services - Legal Fees	15,189.12
5825	Operating Expenditures - Banking Charges & Fees	294.84
5827	Operating Expenditures - Other Benefit Fees	34.00
5830	Operating Expenditures - Marketing & Advertising	5,000.00
5840	Operating Expenditures - Software Licenses	4,118.00
5850	Student Services Expenditures - Student Information System	3,784.31
5852	Student Services Expenditures - Special Education Contracted S	159,453.03
5853	Student Services Expenditures - Student & Group Activities	15,187.50
5920	Internet Services	3,573.84
5940	Postage Expense	6,966.31
9310	Prepaid Expenditures (Expenses)	63,206.02
9530	Employee Benefits Payable	691.85
9535	Retirement Liability	96,099.60
9536	403b Payable	1,300.00
9549	Credit Card Payable - Online	8,478.57
<b>Total</b>		<b>\$983,494.88</b>

**Company name:** iLEAD Online  
**Report name:** Payment Register  
**Report title 2:** 08/28/2025-10/15/2025  
**Created on:** 10/16/25  
**Location:** 116--iLEAD Online

Date	Vendor	Amount
8/28/25	PSAD000--PS Administrators	85.68
8/28/25	WEXH000--WEX Health Inc.	329.48
8/29/25	EMP0152--Jodi Saenz	-338.00
8/29/25	PSAD000--PS Administrators	122.57
9/3/25	EMP0152--Jodi Saenz	338.00
9/3/25	LANG005--Language Network, Inc.	544.00
9/3/25	NATI001--Nationwide	93.11
9/3/25	NONS000--Nonstop Administration & Insurance Services, Inc.	10,728.29
9/3/25	ORTE000--Rigo Ortega	1,025.60
9/3/25	PSAD000--PS Administrators	1,000.00
9/3/25	WEXH000--WEX Health Inc.	34.00
9/4/25	AMAZ100--Amazon Capital Services (iCA)	4,578.67
9/4/25	AMIR000--Amira Learning, Inc	1,200.00
9/4/25	CIGN000--Cigna Healthcare	2,305.11
9/4/25	CUMU000--Cumulus Global	1,890.00
9/4/25	EDTE000--EdTech 101	14,718.20
9/4/25	LEGA003--Legal Shield	40.35
9/4/25	MONR001--Christy Monroe	251.80
9/4/25	UPSF000--UPS	586.50
9/4/25	UPSF000--UPS	729.10
9/9/25	KAIS000--Kaiser Foundation Health Plan	5,141.68
9/9/25	PSAD000--PS Administrators	4.51
9/9/25	UPSF000--UPS	1,315.55
9/11/25	PSAD000--PS Administrators	74.63
9/12/25	RAMP116--Ramp	3,555.17
9/15/25	CIGN000--Cigna Healthcare	2,551.35
9/15/25	CIGN001--Cigna Healthcare	81.25
9/15/25	CORN003--Cornerstone Therapies	96.24
9/15/25	EDTE000--EdTech 101	14,811.01
9/15/25	ILEA300--iLEAD California	58,660.58
9/15/25	ILEA300--iLEAD California	54,803.95
9/15/25	ILEA300--iLEAD California	49,869.86
9/15/25	ILEA300--iLEAD California	53,762.76
9/15/25	ILEA300--iLEAD California	222,325.10
9/15/25	ILEA300--iLEAD California	2,406.12
9/15/25	ILEA300--iLEAD California	2,454.60
9/15/25	ILEA300--iLEAD California	2,312.90
9/15/25	ILEA300--iLEAD California	2,395.90
9/15/25	ILEA300--iLEAD California	2,665.15
9/15/25	ILEA300--iLEAD California	2,704.45
9/15/25	KAIS000--Kaiser Foundation Health Plan	4,039.92
9/15/25	LAWO000--Law Offices of Young, Minney & Corr, LLP	250.00

<b>Date</b>	<b>Vendor</b>	<b>Amount</b>
9/15/25	LEGA003--Legal Shield	40.35
9/15/25	MUTU001--Mutual of Omaha Insurance Company	1,656.94
9/15/25	NATI000--National Benefit Services	775.00
9/15/25	NONS000--Nonstop Administration & Insurance Services, Inc.	11,215.95
9/15/25	TMOB006--T-Mobile 3616	1,555.32
9/15/25	UPSF000--UPS	512.42
9/15/25	ZARN000--Todd Zarnitz	2,500.00
9/16/25	ILEA300--iLEAD California	32,080.65
9/16/25	ILEA300--iLEAD California	27,680.45
9/16/25	ILEA300--iLEAD California	30,014.54
9/16/25	ILEA300--iLEAD California	27,430.51
9/16/25	ILEA300--iLEAD California	41,606.64
9/16/25	PSAD000--PS Administrators	24.99
9/16/25	VENB000--Venbrook Insurance Services	3,762.41
9/18/25	LANG005--Language Network, Inc.	-240.00
9/19/25	BRAV001--Allison Bravo	2,452.65
9/19/25	FLOW000--Flowlab, Inc	249.00
9/19/25	INST000--Instructure, Inc	108.00
9/19/25	MUTU001--Mutual of Omaha Insurance Company	1,656.94
9/19/25	UPSF000--UPS	689.14
9/22/25	LANG005--Language Network, Inc.	240.00
9/22/25	NATI000--National Benefit Services	350.00
9/23/25	CLAY001--Clay World LLC	15,187.50
9/23/25	PARE002--Parent Square, Inc.	3,780.00
9/23/25	PSAD000--PS Administrators	156.51
9/25/25	WEXH000--WEX Health Inc.	85.95
9/26/25	WEXH000--WEX Health Inc.	772.25
9/30/25	WEXH000--WEX Health Inc.	551.00
10/1/25	LOSA001--Los Angeles County Office of Education (LACOE)	96,099.60
10/1/25	PSAD000--PS Administrators	63.20
10/1/25	SCHO009--School Pathways LLC	6,481.31
10/1/25	UPSF000--UPS	1,880.86
10/3/25	AMAZ100--Amazon Capital Services (iCA)	1,521.11
10/3/25	CCSA000--California Charter School Association	5,696.00
10/3/25	CIGN003--Cigna Health and Life Insurance Company	54,767.62
10/3/25	EDTE000--EdTech 101	14,844.31
10/3/25	IXLL000--IXL Learning	1,175.00
10/3/25	KAIS000--Kaiser Foundation Health Plan	6,794.36
10/3/25	NATI000--National Benefit Services	175.00
10/3/25	NONS000--Nonstop Administration & Insurance Services, Inc.	12,934.87
10/3/25	NOYO000--Ayby Noyola	292.80
10/3/25	ORTE000--Rigo Ortega	182.16
10/3/25	RONG000--Suzanne Ronge	291.82
10/3/25	TMOB006--T-Mobile 3616	2,018.52
10/7/25	VENB000--Venbrook Insurance Services	3,730.99
10/7/25	WOLF001--Katherine Wolfe	94.53
10/9/25	EDTE000--EdTech 101	14,844.31

<b>Date</b>	<b>Vendor</b>	<b>Amount</b>
10/9/25	ORTE000--Rigo Ortega	313.00
10/9/25	SCHO009--School Pathways LLC	717.33
10/9/25	UPSF000--UPS	886.37
10/9/25	ZARN000--Todd Zarnitz	2,500.00
10/10/25	AMAZ100--Amazon Capital Services (iCA)	90.12
10/10/25	MONR001--Christy Monroe	227.00
10/10/25	NORT000--Northwest Evaluation Association (NWEA)	6,750.00
10/12/25	RAMP116--Ramp	4,923.40
10/15/25	SCHO009--School Pathways LLC	9,580.04
10/15/25	UPSF000--UPS	179.00
		<b>\$ 983,494.88</b>