

# The Academy of Alameda Charter School Board

## Board Meeting

### Date and Time

Thursday February 27, 2025 at 6:30 PM PST

### Location

The Academy of Alameda  
 401 Pacific Ave  
 Alameda, CA 94501  
 Room 203

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:30 PM</b>
<b>A.</b> Call the Meeting to Order	Discuss	William Schaff	1 m
<b>B.</b> Record Attendance		Christine Chilcott	2 m
<b>II. Open Session</b>			<b>6:33 PM</b>
<b>A.</b> Public Comment	FYI	William Schaff	2 m
Public comment on any item not listed on the agenda. Allotted time for comments is two (2) minutes per speaker.			
<b>III. Consent Agenda</b>			<b>6:35 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Approve Draft Meeting Minutes	Approve Minutes	William Schaff	2 m
Approve minutes for Special Board Meeting on January 11, 2022			
<b>B.</b> Approve on Board Retreat Minutes	Approve Minutes	William Schaff	2 m
Approve minutes for Board Meeting on January 25, 2025			
<b>C.</b> Check Registers	FYI	William Schaff	1 m
<b>D.</b> Credit Card Statements	FYI	William Schaff	1 m
<b>E.</b> Vote on Consent Agenda	Vote	William Schaff	1 m
<b>IV. Board Communication</b>			<b>6:42 PM</b>
<b>A.</b> Financial Updates	Vote	William Schaff	20 m
Naomi Stewart and Jean Yang will give a budget update on:			
<ul style="list-style-type: none"> <li>• FY25 January Forecast</li> <li>• Vote on 2nd Interim</li> </ul>			
<b>Draft Motion: The Academy of Alameda Board of Directors votes to approve the 2nd Interim as presented.</b>			
<b>B.</b> Presentation on LCAP (Local Control Accountability Plan)	Discuss	Christine Chilcott	20 m
ED Chilcott and Principal McGeorge will present AoA's mid-year LCAP presentation			
<b>C.</b> Vote on the Administration of Medication Policy	Vote	William Schaff	2 m
The Administration of Medication Policy has been reviewed and revised.			
<b>Draft Motion: The Academy of Alameda Board of Directors votes to approve the Administration of Medication Policy as presented.</b>			
<b>D.</b> Vote on the Limitations on Restraint and Seclusion of Students Policy	Vote	William Schaff	2 m
The Limitations on Restraint and Seclusion of Students Policy has been reviewed and revised.			

	Purpose	Presenter	Time	
<b>Draft Motion: The Academy of Alameda Board of Directors votes to approve the Limitations on Restraint and Seclusion of Students Policy as presented.</b>				
<b>E.</b>	Vote on the Suicide Prevention Policy	Vote	William Schaff	2 m
The Suicide Prevention Policy has been updated with minor changes.				

**Draft Motion: The Academy of Alameda Board of Directors votes to approve the revised Suicide Prevention Policy as presented.**

<b>F.</b>	Vote on the Suspension and Expulsion Policy	Vote	William Schaff	2 m
The Suspension and Expulsion Policy has been updated with minor changes.				

**Draft Motion: The Academy of Alameda Board of Directors votes to approve the Suspension and Expulsion Policy as presented.**

<b>G.</b>	Board Committee Reports	Discuss	William Schaff	10 m
Reports from the following committees:				
<ul style="list-style-type: none"> <li>• Finance Committee</li> <li>• Student Success Committee</li> <li>• Governance Committee</li> </ul>				

**V. Closing Items 7:40 PM**

<b>A.</b>	Individual Board Member Reports	Discuss	William Schaff	2 m
<b>B.</b>	Executive Director Report	FYI	Christine Chilcott	2 m
<b>C.</b>	Upcoming Board Meetings	Discuss	William Schaff	1 m
March 27:				
Financial Update				
Mid-Year Academic Update				
Voting on Policies:				
<ul style="list-style-type: none"> <li>• Title IX</li> </ul>				

	Purpose	Presenter	Time
	• Acceleration and Retention Policy		
<b>D.</b>	Adjourn Meeting	William Schaff	



# Coversheet

## Approve Draft Meeting Minutes

**Section:** III. Consent Agenda  
**Item:** A. Approve Draft Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Special Board Meeting on January 11, 2022

DRAFT



# THE ACADEMY OF ALAMEDA

## The Academy of Alameda Charter School Board

### Minutes

#### Special Board Meeting

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#### Date and Time

Tuesday January 11, 2022 at 6:00 PM

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#### Directors Present

A. Price (remote), C. Robie (remote), D. Forbes (remote), K. Welch (remote), K. Zimmerman (remote), R. Brown (remote), R. Whittaker (remote), T. Ruiz (remote)

#### Directors Absent

W. Schaff

#### Guests Present

L. Rubin (remote), M. Huxley (remote), S. Perkins (remote)

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#### I. Opening Items

##### A. Call the Meeting to Order

D. Forbes called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Tuesday Jan 11, 2022 at 6:00 PM.

##### B. Zoom Meeting Agreements and Protocol

##### C. Record Board Member Attendance (Roll Call)

K. Zimmerman made a motion to approve the minutes from Emergency Board Meeting on 01-07-22.

R. Whittaker seconded the motion.

The board **VOTED** to approve the motion.

**D. The Board Reviews The Academy of Alameda's Mission and Envisioned Future Statements**

**E. General Public Comments**

**II. Action Items**

**A. Approve The Academy of Alameda Elementary School's Classroom Closure Plan Specific to COVID-19**

A. Price made a motion to To Approve the Classroom School Closure Plan.

C. Robie seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

R. Whittaker Aye

K. Zimmerman Aye

T. Ruiz Aye

K. Welch Aye

D. Forbes Aye

R. Brown Aye

A. Price Aye

W. Schaff Absent

C. Robie Aye

**III. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:50 PM.

Respectfully Submitted,

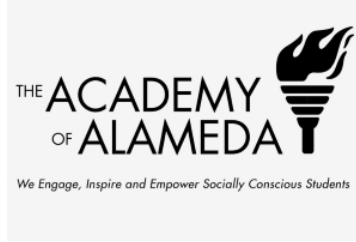
D. Forbes

# Coversheet

## Approve on Board Retreat Minutes

**Section:** III. Consent Agenda  
**Item:** B. Approve on Board Retreat Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on January 25, 2025

APPROVED



# The Academy of Alameda Charter School Board

## Minutes

### Board Meeting

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#### Date and Time

Saturday January 25, 2025 at 9:00 AM

#### Location

The Academy of Alameda  
401 Pacific Ave  
Alameda, CA 94501  
Multipurpose Room

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#### Directors Present

A. Price, C. Robie, D. Forbes, J. Laird, K. McCoy, M. Payne, R. Rentschler, W. Schaff

#### Directors Absent

*None*

#### Guests Present

C. Chilcott, D. Espinosa, [ahannah@aoaschools.org](mailto:ahannah@aoaschools.org), [dmorgan@aoaschools.org](mailto:dmorgan@aoaschools.org)

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### I. Opening Items

#### A. Call the Meeting to Order

W. Schaff called a meeting of the board of directors of The Academy of Alameda Charter School Board to order on Saturday Jan 25, 2025 at 9:03 AM.

#### B. Record Attendance

## II. Consent Agenda

### A. Approve Draft Meeting Minutes

K. McCoy made a motion to approve the minutes from Board Meeting on 12-18-24.

A. Price seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

C. Robie Aye

K. McCoy Aye

R. Rentschler Aye

D. Forbes Aye

J. Laird Aye

M. Payne Aye

W. Schaff Aye

A. Price Aye

### B. Check Registers

### C. Credit Card Statements

### D. Vote on Consent Agenda

## III. Board Communication

### A. Vote on School Accountability Report Card

A. Price made a motion to approve the 2023-2024 Student Accountability Report Card for The Academy of Alameda as presented.

C. Robie seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

J. Laird Aye

D. Forbes Aye

M. Payne Aye

K. McCoy Aye

W. Schaff Aye

R. Rentschler Aye

A. Price Aye

C. Robie Aye

### B. Vote on the Independent Study Policy

J. Laird made a motion to The Academy of Alameda Board of Directors votes to approve the revised independent study policy as presented.

K. McCoy seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

K. McCoy Aye  
C. Robie Aye  
A. Price Aye  
M. Payne Aye  
W. Schaff Aye  
D. Forbes Aye  
R. Rentschler Aye  
J. Laird Aye

**C. Vote on the Harassment, Intimidation, Discrimination, and Bullying Policy**

R. Rentschler made a motion to approve the revised Harassment, Intimidation, Discrimination, and Bullying Policy as presented.

K. McCoy seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Schaff Aye  
C. Robie Aye  
D. Forbes Aye  
R. Rentschler Aye  
A. Price Aye  
K. McCoy Aye  
M. Payne Aye  
J. Laird Aye

**D. Vote on the Technology Policy**

R. Rentschler made a motion to approve the revised Technology Policy as presented.

M. Payne seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Schaff Aye  
C. Robie Aye  
J. Laird Aye  
R. Rentschler Aye  
A. Price Aye  
M. Payne Aye  
D. Forbes Aye  
K. McCoy Aye

**E. Vote on the Enrollment and Admissions Policy**

J. Laird made a motion to The Academy of Alameda Board of Directors votes to approve the enrollment and admissions policy as presented.

K. McCoy seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

C. Robie Aye  
A. Price Aye  
M. Payne Aye  
W. Schaff Aye  
J. Laird Aye  
K. McCoy Aye  
D. Forbes Aye  
R. Rentschler Aye

**F. Vote on the updated AoA Salary Scales**

D. Forbes made a motion to approve the revised AoA Salary scales as presented.

C. Robie seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

D. Forbes Aye  
W. Schaff Aye  
A. Price Aye  
J. Laird Aye  
R. Rentschler Aye  
K. McCoy Aye  
M. Payne Aye  
C. Robie Aye

**G. Board Committee Reports**

Finance Committee- D. Forbes discussed salary sales and financial updates.

Student Success Committee- C. Robie advised still working on school profile, staff working on getting more input.

Governance Committee- A. Price advised that they are working on the financial policy updates and working on board recruitment for the next meeting on 2/11 and the possibility of adding student board members. C. Robie asked if the bylaws would need to be updated if it is decided to add student board members, board advised yes. D. Forbes asked if there are people thought of to add to the board yet, A. Price advised not yet.

**IV. Closing Items**

**A. Individual Board Member Reports**



**B. Executive Director Report**

- C. Chilcott mentioned the pacific closure and posey tube, and ICE on campus.
- R. Rentschler advised the city may have the budget to produce a update of Central Ave .
- K. McCoy and R. Rentschler are both on the Posey tunnel committee.

**C. Upcoming Board Meetings**

**D. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:22 AM.

Respectfully Submitted,  
W. Schaff

# Coversheet

## Check Registers

**Section:** III. Consent Agenda  
**Item:** C. Check Registers  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** AoA January 2025 Combined Board Check Register.pdf



<b>Combined Board Check Register</b>					
<b>School:</b>	<b>AoA</b>				
<b>Month:</b>	<b>January 2025</b>				
				<b>Total Paid By Check:</b>	\$ 373,918.58
				<b>Total Paid By Credit Card:</b>	\$ 4,501.67

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14336	Amazon Capital Services	1/8/2025	Bill #1GTX-6YQ4-JH9M--Supplies Bill #1KVX-9D3Y-K61Y--Supplies Bill #16QN-7YQP-J3XL--Supplies Bill #1CXL-4GHT-63KV--Supplies Bill #1LVK-J4GX-DHGV--Supplies Bill #19VX-6CRP-YDM1--Supplies Bill #1JPY-YTTW-J3H7--Supplies Bill #1M7R-7PLJ-XLKD--Supplies Bill #1CLN-TCXH-4FKD--Supplies Bill #1J4T-VP96-KF39--Supplies Bill #1K1L-R63Y-XMCD--Supplies Bill #1PL7-VKVM-J694--Supplies Bill #19D7-FCQC-L337--Supplies Bill #14DQ-JFJM-FG9H--Supplies Bill #13DV-H6L1-496V--Supplies		\$ 1,364.68
Check	14337	Berlin Dominguez Garcia	1/8/2025	Bill #120924--Reimb: Field Trip to Angel Island		\$ 44.60
Check	14338	WEX Health, Inc.	1/8/2025	Bill #0002064211-IN--Commuter & FSA - November 2024		\$ 147.40
Check	14339	Wescafe	1/8/2025	Bill #0006--Chicken salad & Green salad		\$ 199.35
Check	14340	The Education Team	1/8/2025	Bill #762591--BA CBEST: 11/18/24		\$ 219.75
Check	14341	Adriana San Millan School Psychology and Special Education Services, LLC	1/8/2025	Bill #9128--Behavior Intervention Design/Planning: 11/21/24 Bill #9211--IEP Attendance (virtual): 11/21/24		\$ 649.00
Check	14342	Jennifer Watt	1/8/2025	Bill #022--DIS Services for MaEn & Compensatory Services: 11/06 - 11/28/24		\$ 525.00
Check	14343	Gachina Landscape Management	1/8/2025	Bill #E 224583--Maintenance Contract: December 2024		\$ 901.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14344	Teachers on Reserve	1/8/2025	Bill #98408--Substitute Svc: 12/2-12/6/24 Bill #98348--Substitute Svc: 11/18-11/22/24		\$ 2,742.64
Check	14345	Teachers on Reserve	1/8/2025	Bill #98376--Substitute Svc: 12/2-12/6/24 Bill #98311--Substitute Svc: 11/18-11/22/24		\$ 3,695.68
Check	14346	Office Team	1/8/2025	Bill #64397438--Substitute Svc w/e 12/06/24		\$ 1,968.00
Check	14347	Wind & Brass	1/8/2025	Bill #M17244--Cremona Violin Violin Clarinet & Etude Flute: 09/29 - 11/17/24		\$ 2,578.40
Check	14348	Young, Minney & Corr, LLP	1/8/2025	Bill #13793--Legal Svcs' thru : 11/04 - 11/27/24		\$ 3,872.50
Check	14349	RCM Technologies	1/8/2025	Bill #22113--Behavior Tech & Occupational Therapist : 11/17 - 11/23/24		\$ 4,187.60
Check	14350	Larson Communications	1/8/2025	Bill #3560--Public Relations Retainer :December 2024		\$ 6,500.00
Check	14351	Sergio's Janitorial & Yard Services	1/8/2025	Bill #127--Daily Cleaning - November 2024		\$ 11,800.00
Check	14352	Christine Chilcott	1/16/2025	Bill #091024--Reimb: Board Retreat		\$ 177.38
Check	14353	Xerox Corporation	1/16/2025	Bill #022313739--Meter Usage - 09/25 - 10/15/24 Serial #ZQT-982112 Bill #022769927--Meter Usage - 11/21 - 12/21/24 Serial #ZQT-982112 Bill #022585215--Meter Usage - 10/21 - 11/21/24 Serial #ZQT-982112 Bill #022400620--Meter Usage - 10/15 - 10/21/24 Serial #ZQT-982112		\$ 934.81
Check	14354	Amazon Capital Services	1/17/2025	Bill #1RWF-7WJL-G6YN--Supplies Bill #11K1-CDTL-1W4Y--Supplies Bill #1MGT-6CHG-KCKV--Supplies Bill #1PN6-HJMF-4GXP--Supplies Bill #167N-DVTV-LY3W--Supplies Bill #13R4-TWWG-FQQV--Supplies Bill #1QKC-4C9L-4DCP--Supplies Bill #11GG-LKKD-6GCT--Supplies Bill #1J9R-FV3F-41KC--Supplies Bill #11PD-FLKD-3Y7H--Supplies		\$ 917.29

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14354	Amazon Capital Services	1/17/2025	Bill #17CR-7LTP-HR1V--Supplies Bill #1Q7X-D76J-R7F9--Supplies Bill #1LVK-FXRT-F9XM--Supplies Bill #1QF3-KV6F-J7QM--Supplies Bill #1QFC-133C-CKRJ--Supplies Bill #1KPC-F34Q-KLQC--Supplies Bill #1JPH-VC9W-FXX3--Supplies Bill #1DF7-GJYG-3WVP--Supplies Bill #1NWR-LP1T-4DD9--Supplies		Cont'd
Check	14355	Brady Industries	1/17/2025	Bill #9611825--Janitorial Supplies Bill #9547980--Janitorial Supplies Bill #9580803--Janitorial Supplies		\$ 2,309.69
Check	14356	Alameda County Office of Education	1/17/2025	Bill #INV25-00188--STRS Processing Fee: 2nd Quarter FY24-25		\$ 354.00
Check	14357	Adriana San Millan School Psychology and Special Education Services, LLC	1/17/2025	Bill #9239--Behavior Intervention Implementation: 12/12 - 12/13/24 Bill #9282--Behavior Intervention Design/Planning: 12/18/24 Bill #9358--Initial Psychoeducational with Social Emotional rating scales: 11/23/24 Bill #9281--Behavior Intervention Implementation: 12/16 - 12/19/24		\$ 8,208.03
Check	14358	Alameda County Industries	1/17/2025	Bill #0003458379--7 YD GARBAGE & 5 YD COMMINGLED RECYCLING - WEEKLY		\$ 3,939.44
Check	14359	Bird and Bee Education	1/17/2025	Bill #2501--7Th Grade Sexual Health Education		\$ 4,100.00
Check	14360	MRC Smart Technology Solutions	1/17/2025	Bill #IN4550079--Contract overage charge: 11/15 - 12/14/24 Bill #IN4563199--Contract overage charge: 09/22 - 12/21/24		\$ 1,562.78
Check	14361	Celeste Ansley	1/17/2025	Bill #010825--Reimb: Hot Chocolate		\$ 106.94
Check	14362	Language Scientific	1/17/2025	Bill #20141884--Phone Interpreting: November 2024		\$ 148.77
Check	14363	The Education Team	1/17/2025	Bill #769262--BA Only: 12/20/24 Bill #767459--BA Only & BA CBEST: 12/09 - 12/11/24 Bill #765460--BA Only & BA CBEST: 12/02 - 12/05/24		\$ 1,703.06
Check	14364	Emily Marsh	1/17/2025	Bill #3--Contracted Services: 11/12 - 12/05/24		\$ 480.00
Check	14365	Chabre Learning	1/17/2025	Bill #OC.7--Services: 12/04 - 12/18/24		\$ 500.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14366	Gachina Landscape Management	1/17/2025	Bill #E 225725--Maintenance Contract: January 2025		\$ 991.00
Check	14367	Office Team	1/17/2025	Bill #64461409--Substitute Svc w/e 12/20/24		\$ 999.00
Check	14368	Teachers on Reserve	1/17/2025	Bill #98464--Substitute Svc: 12/09 - 12/13/24		\$ 2,961.16
Check	14369	RCM Technologies	1/17/2025	Bill #23551--Behavior Tech & Occupational Therapist : 12/08 - 12/14/24 Bill #22991--Behavior Tech & Occupational Therapist : 12/01 - 12/07/24		\$ 6,439.50
Check	14370	Teachers on Reserve	1/17/2025	Bill #98431--Substitute Svc: 12/09-12/13/24		\$ 3,663.82
Check	14371	Young, Minney & Corr, LLP	1/17/2025	Bill #14306--Legal Svcs' thru : 12/02 - 12/20/24		\$ 4,780.00
Check	14372	Larson Communications	1/17/2025	Bill #3593--Public Relations Retainer: January2025		\$ 6,500.00
Check	14373	Sergio's Janitorial & Yard Services	1/17/2025	Bill #129--Winter Cleaning 2024 Bill #128--Daily Cleaning - December 2024		\$ 22,800.00
Check	14374	Amazon Capital Services	1/27/2025	Bill #11NY-JLPM-JNYV--Supplies Bill #1CRK-47T9-1WWW--Supplies Bill #11NF-WG74-WMJK--Supplies Bill #14KQ-YWFX-7K4R--Supplies Bill #1XDG-GFJV-LDX1--Supplies Bill #177R-N6J7-QQ4X--Supplies Bill #1LJG-9K1G-FCKX--Supplies Bill #14LH-13WL-D9CQ--Supplies Bill #14LH-13WL-DVYN--Supplies Bill #11JY-PW11-4HKC--Supplies Bill #1RYH-TR6D-3NRQ--Supplies Bill #166J-M66L-3NDR--Supplies Bill #1D1Y-33LH-GCHC--Supplies		\$ 1,928.53

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14374	Amazon Capital Services	1/27/2025	Bill #16R6-WYRD-774Y--Supplies Bill #19GV-DX7H-QJFG--Supplies Bill #13NH-MHLQ-HH79--Supplies Bill #1YJL-6FDG-719D--Supplies Bill #1RCV-GN9H-TFV3--Supplies Bill #137X-Y9W6-J4Q7--Supplies Bill #11JD-DVN9-TYM4--Supplies Bill #111T-K174-YVQK--Supplies Bill #1T1G-RL11-6MTD--Supplies Bill #1K4N-V3QR-YVNP--Supplies Bill #1JYX-YH6N-19FL--Supplies Bill #16PC-WHKP-J3GN--Supplies		Cont'd
Check	14375	AMS.NET, Inc.	1/27/2025	Bill #0086869--20 Hour pFLEX		\$ 5,400.00
Check	14376	Brady Industries	1/27/2025	Bill #9644068--Janitorial Supplies		\$ 106.88
Check	14377	Department of Justice	1/27/2025	Bill #788927--Finger Print Apps & FBI: December '24 Bill #782674--Finger Print Apps & FBI: November '24		\$ 521.00
Check	14378	Cammie Strong Harris	1/27/2025	Bill #010825--Facilitated ELAC meeting & IEP student Services: 12/01/24 - 01/08/25		\$ 1,200.00
Check	14379	Paola Carrillo Lopez	1/27/2025	Bill #011525--Reimb: Field trip transportation		\$ 31.00
Check	14380	MRC Smart Technology Solutions	1/27/2025	Bill #IN4597137--Contract overage charge: 12/15/24 - 01/14/25		\$ 24.48
Check	14381	RCM Technologies	1/27/2025	Bill #26890--Behavior Tech : 01/12 - 01/18/25 Bill #26118--Behavior Tech & Occupational Therapist : 01/05 - 01/11/25 Bill #26887--Behavior Tech & Occupational Therapist : 12/15 - 12/21/24		\$ 5,928.00
Check	14382	Office Team	1/27/2025	Bill #64543979--Substitute Svc w/e 01/10/25 Bill #64525524--Substitute Svc w/e 01/10/25 Bill #64551465--Substitute Svc w/e 01/17/25 Bill #64568083--Substitute Svc w/e 01/17/25		\$ 5,329.08
Check	14383	Teachers on Reserve	1/27/2025	Bill #98582--Substitute Svc: 01/13 - 01/17/25 Bill #98538--Substitute Svc: 01/06 - 01/10/25 Bill #98498--Substitute Svc: 12/16 - 12/20/24		\$ 7,543.73
Check	14384	Teachers on Reserve	1/27/2025	Bill #98548--Substitute Svc: 01/13 - 01/17/25 Bill #98483--Substitute Svc: 12/16 - 12/20/24 Bill #98516--Substitute Svc: 01/06 - 01/10/25		\$ 8,970.63
Check	14385	Thomson Reuters - West	1/27/2025	Bill #851386520--Subscription Product Charges		\$ 155.06

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	14386	WEX Health, Inc.	1/27/2025	Bill #0002081280-IN--Commuter & FSA - December 2024		\$ 142.30
Check	14387	Jennifer Watt	1/27/2025	Bill #023--DIS Services for MaEn & Compensatory Services: 12/05 - 12/27/24		\$ 262.50
Check	14388	WEX Health, Inc.	1/27/2025	Bill #February 2025--Flex Benefits - Aggregate Balance		\$ 1,750.00
Check	14389	Adriana San Millan School Psychology and Special Education Services, LLC	1/27/2025	Bill #9381--Behavior Intervention Implementation: 01/06 - 01/10/25 Bill #9405--IEP Attendance (virtual): 01/08 - 01/10/25		\$ 7,657.50
Check	14390	Alameda Unified School District	1/27/2025	Bill #INV25-00141--Facilities Use Charge Qtr 02 & Utilities cost and Use-QTR 01 24.25		\$ 92,953.25
Check	14391	The Education Team	1/27/2025	Bill #772113--BA Only: 01/09 - 01/10/25		\$ 604.32
Check	14392	AMS.NET	1/28/2025	Bill #0085572--Camera - Cabling		\$ 969.63
Check	ACH5021	EdTec Inc.	1/17/2025	Bill #205800--LCAP & Manual Payroll Check Bill #203473--EdTec Monthly Back Office Service - January 2025		\$ 17,476.67
Check	ACH5022	EdTec Inc.	1/27/2025	Bill #205912--LCAP: December 2024		\$ 280.00
Check	DB010225	Square, Inc.	1/2/2025	DB010225 - Square, Inc.		\$ 35.00
Check	DB010325	EME Enterprise Inc.	1/3/2025	DB010325 - EME Enterprise Inc.		\$ 21.99
Check	DB010625	Google Ads	1/6/2025	DB010625 - Google Ads		\$ 264.80
Check	DB010725	Pitney Bowes, Inc.	1/7/2025	DB010725 - Pitney Bowes, Inc.		\$ 471.44
Check	DB010825	Adobe Inc.	1/8/2025	DB010825 - Adobe Inc.		\$ 19.99
Check	DB011025	CharterSafe	1/10/2025	DB011025 - CharterSafe		\$ 15,556.00
Check	DB011025-1	Reputation Simple	1/10/2025	DB011025-1 - Reputation Simple		\$ 1,663.20
Check	DB011025-2	U.S. Bank Equipment Finance	1/10/2025	DB011025-2 - U.S. Bank Equipment Finance (Acct #1375852)		\$ 367.34
Check	DB011325	Xerox Financial Services	1/13/2025	DB011325 - Xerox Financial Services (Contract #010-0082705-003)		\$ 708.34
Check	DB011325-1	Xerox Financial Services	1/13/2025	DB011325-1 - Xerox Financial Services (Contract #010-0082705-002)		\$ 190.37
Check	DB011625	Zoom	1/16/2025	DB011625 - Zoom		\$ 288.10
Check	DB012125	Google Ads	1/21/2025	DB012125 - Google Ads		\$ 500.00
Check	DB012225	California Choice	1/22/2025	DB012225 - California Choice		\$ 62,413.78
Check	DB012325	Bank of Marin Visa Card	1/23/2025	DB012325 - Bank of Marin Visa Card 5830		\$ 4,501.67
Check	DB013125	Google Ads	1/31/2025	DB013125 - Google Ads		\$ 500.00
Check	DB013125-1	Bamboo HR, LLC	1/31/2025	DB013125-1 - BambooHR		\$ 258.75
Check	DB013125-2	Pitney Bowes, Inc.	1/31/2025	DB013125-2 - Pitney Bowes, Inc.		\$ 50.98
Check	M1035	USPS	1/8/2025	M1035 - Permit 7026 1000011202		\$ 8,900.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	M1036	USPS	1/10/2025	M1036 - EPS Account# 1000011202 Permit 7026		\$ 2,000.00
Credit Card	9515-5830	IHIRE LLC	1/2/2025	12/05 - IHIRE LLC		\$ 299.00
Credit Card	9515-5830	Curacubby, Inc	1/2/2025	12/06 - Curacubby, Inc		\$ 667.98
Credit Card	9515-5830	USPS	1/2/2025	12/11 -USPS		\$ 26.46
Credit Card	9515-5830	Target	1/2/2025	12/16 -Target		\$ 28.53
Credit Card	9515-5830	USPS	1/2/2025	12/18 - USPS		\$ 8.91
Credit Card	9515-5830	Facebook	1/2/2025	12/18 -Facebook		\$ 2.64
Credit Card	9515-5830	Facebook	1/2/2025	12/18 -Facebook		\$ 257.99
Credit Card	9515-5830	Mountain Mike's Pizza	1/2/2025	12/20 - Mountain Mike's Pizza		\$ 126.57
Credit Card	9515-5830	BUTTERCUP DINER	1/2/2025	12/20 -BUTTERCUP DINER		\$ 304.60
Credit Card	9515-5830	Nob Hill	1/2/2025	12/20 - Nob Hill		\$ 40.65
Credit Card	9515-5830	Office Max	1/2/2025	12/23 - Office Max		\$ 76.38
Credit Card	9515-5830	USPS	1/2/2025	12/24 -USPS		\$ 20.80
Credit Card	9515-5830	Google	1/2/2025	01/02 -Google		\$ 56.59
Credit Card	9515-5830	Raretea Alameda	1/2/2025	12/09 - Raretea Alameda		\$ 161.44
Credit Card	9515-5830	Little Caesars	1/2/2025	12/09 - Little Caesars		\$ 54.21
Credit Card	9515-5830	Mountain Mike's Pizza	1/2/2025	12/09 - Mountain Mike's Pizza		\$ 201.36
Credit Card	9515-5830	Whole Foods	1/2/2025	12/11 - Whole Foods		\$ 32.82
Credit Card	9515-5830	Michael's Store	1/2/2025	12/12 - Michael's Store		\$ 30.81
Credit Card	9515-5830	Office Max	1/2/2025	12/20 - Office Max		\$ 303.95
Credit Card	9515-5830	Sq* Levys Bagels	1/2/2025	12/23 - Sq* Levys Bagels		\$ 388.65
Credit Card	9515-5830	Target	1/2/2025	12/23 - Target		\$ 60.00
Credit Card	9515-5830	Fabric Wholesale Direct	1/2/2025	12/04 -Fabric Wholesale Direct		\$ 271.63
Credit Card	9515-5830	Almanac Beer Co.	1/2/2025	12/06 - Almanac Beer Co.		\$ 996.75
Credit Card	9515-5830	Family Laundry	1/2/2025	12/03 - Family Laundry		\$ 82.95

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

















Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



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Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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# Coversheet

## Credit Card Statements

**Section:** III. Consent Agenda  
**Item:** D. Credit Card Statements  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** AoA February 3, 2025 Combined CC Statement.pdf



**February 2025 Statement**

Open Date: 01/03/2025 Closing Date: 02/03/2025

Account: 4798 5100 5505 5830



**Visa® Community Card**

**Elan Financial Services**  
BUS 30 ELN

**1-866-552-8855**  
1

ACADEMY OF ALAMEDA (CPN 001559617)

<b>New Balance</b>	<b>\$8,137.90</b>
<b>Minimum Payment Due</b>	<b>\$82.00</b>
<b>Payment Due Date</b>	<b>02/28/2025</b>

<b>Activity Summary</b>		
Previous Balance	+	\$4,501.67
Payments	-	\$4,501.67 <sup>CR</sup>
Other Credits		\$0.00
Purchases	+	\$8,137.90
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged		\$0.00
Interest Charged		\$0.00
<b>New Balance</b>	<b>=</b>	<b>\$8,137.90</b>
<b>Past Due</b>		<b>\$0.00</b>
<b>Minimum Payment Due</b>		<b>\$82.00</b>
Credit Line		\$50,000.00
Available Credit		\$41,862.10
Days in Billing Period		32

**Payment Options:**



Mail payment coupon with a check



Pay online at [myaccountaccess.com](http://myaccountaccess.com)



Pay by phone 1-866-552-8855

*No payment is required.*

CPN 001559617

0047985100550558300000082000008137900



**Automatic Payment**

24-Hour Elan Financial Services: 1-866-552-8855

- . to pay by phone
- . to change your address

Account Number:	4798 5100 5505 5830
Your new full balance of \$8,137.90 will be automatically deducted from your account on 02/24/25.	

000015215 01 SP 000638906709868 E

ACADEMY OF ALAMEDA  
ACCOUNTS PAYABLE  
401 PACIFIC AVE  
ALAMEDA CA 94501-1837



### What To Do If You Think You Find A Mistake On Your Statement

If you think there is an error on your statement, please call us at the telephone number on the front of this statement, or write to us at: Elan Financial Services, P.O. Box 6335, Fargo, ND 58125-6335.

In your letter or call, give us the following information:

- ▶ Account information: Your name and account number.
  - ▶ Dollar amount: The dollar amount of the suspected error.
  - ▶ Description of Problem: If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.
- You must contact us within 60 days after the error appeared on your statement. While we investigate whether or not there has been an error, the following are true:
- ▶ We cannot try to collect the amount in question, or report you as delinquent on that amount.
  - ▶ The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
  - ▶ While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
  - ▶ We can apply any unpaid amount against your credit limit.

### Your Rights If You Are Dissatisfied With Your Credit Card Purchases

If you are dissatisfied with the goods or services that you have purchased with your credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the purchase.

To use this right, all of the following must be true:

1. The purchase must have been made in your home state or within 100 miles of your current mailing address, and the purchase price must have been more than \$50. (Note: Neither of these are necessary if your purchase was based on an advertisement we mailed to you, or if we own the company that sold you the goods or services.)
2. You must have used your credit card for the purchase. Purchases made with cash advances from an ATM or with a check that accesses your credit card account do not qualify.
3. You must not yet have fully paid for the purchase.

If all of the criteria above are met and you are still dissatisfied with the purchase, contact us in writing at: Elan Financial Services, P.O. Box 6335, Fargo, ND 58125-6335. While we investigate, the same rules apply to the disputed amount as discussed above. After we finish our investigation, we will tell you our decision. At that point, if we think you owe an amount and you do not pay we may report you as delinquent.

### Important Information Regarding Your Account

1. **INTEREST CHARGE:** Method of Computing Balance Subject to Interest Rate: We calculate the periodic rate or interest portion of the **INTEREST CHARGE** by multiplying the applicable Daily Periodic Rate ("**DPR**") by the Average Daily Balance ("**ADB**") (including new transactions) of the Purchase, Advance and Balance Transfer categories subject to interest, and then adding together the resulting interest from each category. We determine the **ADB** separately for the Purchases, Advances and Balance Transfer categories. To get the **ADB** in each category, we add together the daily balances in those categories for the billing cycle and divide the result by the number of days in the billing cycle. We determine the daily balances each day by taking the beginning balance of those Account categories (including any billed but unpaid interest, fees, credit insurance and other charges), adding any new interest, fees, and charges, and subtracting any payments or credits applied against your Account balances that day. We add a Purchase, Advance or Balance Transfer to the appropriate balances for those categories on the later of the transaction date or the first day of the statement period. Billed but unpaid interest on Purchases, Advances and Balance Transfers is added to the appropriate balances for those categories each month on the statement date. Billed but unpaid Advance Transaction Fees are added to the Advance balance of your Account on the date they are charged to your Account. Any billed but unpaid fees on Purchases, credit insurance charges, and other charges are added to the Purchase balance of the Account on the date they are charged to the Account. Billed but unpaid fees on Balance Transfers are added to the Balance Transfer balance of the Account on the date they are charged to the Account. In other words, billed and unpaid interest, fees, and charges will be included in the **ADB** of your Account that accrues interest and will reduce the amount of credit available to you. To the extent credit insurance charges, overlimit fees, Annual Fees, and/or Travel Membership Fees may be applied to your Account, such charges and/or fees are not included in the **ADB** calculation for Purchases until the first day of the billing cycle following the date the credit insurance charges, overlimit fees, Annual Fees and/or Travel Membership Fees (as applicable) are charged to the Account. Prior statement balances subject to an interest-free period that have been paid on or before the payment due date in the current billing cycle are not included in the **ADB** calculation.
2. **Payment Information:** We will accept payment via check, money order, the internet (including mobile and online) or phone or previously established automatic payment transaction. You must pay us in U.S. Dollars. If you make a payment from a foreign financial institution, you will be charged and agree to pay any collection fees added in connection with that transaction. The date you mail a payment is different than the date we receive the payment. The payment date is the day we receive your check or money order at Elan Financial Services, P.O. Box 790408, St. Louis, MO 63179-0408 or the day we receive your internet or phone payment. All payments by check or money order accompanied by a payment coupon and received at this payment address will be credited to your Account on the day of receipt if received by 5:00 p.m. CT on any banking day. Payments sent without the payment coupon or to an incorrect address will be processed and credited to your Account within 5 banking days of receipt. Payments sent without a payment coupon or to an incorrect address may result in a delayed credit to your Account, additional **INTEREST CHARGES**, fees, and/or Account suspension. The deadline for on-time internet and phone payments varies, but generally must be made before 5:00 p.m. CT to 8 p.m. CT depending on what day and how the payment is made. Please contact Elan Financial Services for internet, phone, and mobile crediting times specific to your Account and your payment option. Banking days are all calendar days except Saturday, Sunday and federal holidays. Payments due on a Saturday, Sunday or federal holiday and received on those days will be credited on the day of receipt. There is no prepayment penalty if you pay your balance at any time prior to your payment due date.
3. **Credit Reporting:** We may report information on your Account to Credit Bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report.



**February 2025 Statement** 01/03/2025 - 02/03/2025  
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 2 of 3

**Elan Financial Services** 1-866-552-8855



**Important Messages**

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

Your payment of \$8137.90 will be automatically deducted from your bank account on 02/24/2025. Please refer to your AutoPay Terms and Conditions for further information regarding this account feature.

**IMPORTANT MESSAGE FOR CARDMEMBERS IMPACTED BY WILDFIRES**

For Cardmembers in areas impacted by damage from the Los Angeles wildfires, please know that we are here to help. Simply contact Cardmember Service at the number on this statement, or on the back of your credit card, if you have questions regarding account assistance that may be available to you.

**Transactions** CHILCOTT,CHRISTINE **Credit Limit** \$50000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
01/06	01/04	7938	IHIRE, LLC 866-330-0196 MD	\$299.00	_____
01/07	01/06	7717	FESTIVALS OF MUSIC clover.com PA	\$3,280.00	_____
01/08	01/07	9150	SP DEANAN GOURMET PO HTTPSDEANAN.C TX	\$75.00	_____
01/10	01/09	0391	SQ *YOUNG & FOOLISH LL gosq.com CA	\$250.00	_____
01/16	01/15	5036	SQ *AIRCRAFT CARRIER H gosq.com CA	\$345.00	_____
01/16	01/15	3448	FAMILYLAUNDRY FAMILYLAUNDRY CA	\$73.95	_____
01/21	01/17	9028	FACEBK *ZMM6UJGFJ2 650-5434800 CA	\$29.36	_____
01/21	01/17	3036	FACEBK *FVLDEJ4GJ2 650-5434800 CA	\$434.10	_____
01/21	01/18	5823	SP FABRICWHOLESALDIRE FABRICWHOLES NY	\$141.79	_____
01/21	01/20	8675	SP DEANAN GOURMET PO DEANAN.COM TX	\$75.00	_____
01/22	01/21	8300	YALE UNIVERSITY EPAY 203-4325394 CT	\$1,000.00	_____
01/24	01/22	7233	OFFICEMAX/DEPOT 6602 800-463-3768 CA	\$83.03	_____
01/27	01/25	0284	EZCATER*NOAHS NEW YORK 8004881803 MA	\$108.76	_____
01/27	01/24	5200	SAFEWAY #3281 ALAMEDA CA	\$100.56	_____
02/03	02/01	8124	GOOGLE *SVCSaoaschools g.co/HelpPay# CA	\$57.38	_____
02/03	01/31	7307	SP CTL PURCHASE CTL.NET OR	\$142.87	_____
<b>Total for Account 4798 5101 5421 5764</b>				<b>\$6,495.80</b>	

**Transactions** MCGEORGE,AMY **Credit Limit** \$25000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Purchases and Other Debits</b>					
01/10	01/08	6042	OFFICE DEPOT 1135 800-463-3768 CA	\$310.02	_____
01/14	01/14	7077	OMCA* OMCA WWW.MUSEUMCA. CA	\$100.00	_____

Continued on Next Page





February 2025 Statement 01/03/2025 - 02/03/2025  
 ACADEMY OF ALAMEDA (CPN 001559617)

Page 3 of 3

Elan Financial Services 1-866-552-8855

**Transactions** MCGEORGE,AMY Credit Limit \$25000

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
01/14	01/14	8235	OMCA* OMCA WWW.MUSEUMCA. CA	\$100.00	_____
01/16	01/15	8253	KIDSFORPEA* O #10080 WWW.KIDSFORPE CA	\$247.27	_____
01/28	01/27	8045	TARGET 00028290 ALAMEDA CA	\$150.00	_____
01/29	01/27	6676	OFFICE DEPOT 1135 800-463-3768 CA	\$624.50	_____
02/03	01/31	4390	MOUNTAIN MIKES PIZZA A 510-7499499 CA	\$110.31	_____
<b>Total for Account 4798 5108 5975 0347</b>				<b>\$1,642.10</b>	

**Transactions** BILLING ACCOUNT ACTIVITY

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
<b>Payments and Other Credits</b>					
01/23	01/23	MTC	PAYMENT THANK YOU	\$4,501.67CR	_____
<b>Total for Account 4798 5100 5505 5830</b>				<b>\$4,501.67CR</b>	

<b>2025 Totals Year-to-Date</b>	
Total Fees Charged in 2025	\$0.00
Total Interest Charged in 2025	\$0.00

**Interest Charge Calculation**

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

\*\*APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	18.24%	
**PURCHASES	\$8,137.90	\$0.00	YES	\$0.00	18.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	28.24%	

**Contact Us**

<b>Phone</b> Voice: 1-866-552-8855 TDD: 1-888-352-6455 Fax: 1-866-807-9053	<b>Questions</b> Elan Financial Services P.O. Box 6353 Fargo, ND 58125-6353	<b>Mail payment coupon with a check</b> Elan Financial Services P.O. Box 790408 St. Louis, MO 63179-0408	<b>Online</b> myaccountaccess.com
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End of Statement

# Coversheet

## Financial Updates

**Section:** IV. Board Communication  
**Item:** A. Financial Updates  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** AOA January Forecast Update - 2.27 BM.pdf  
Second Interim Information.pdf

# Academy of Alameda Financial Update

NAOMI STEWART AND JEAN YANG  
BOARD MEETING  
2/27/25





# Contents

- **P-1 Attendance Update**
- **2<sup>nd</sup> Interim Update – January Forecast**
- **January State Budget Proposal Update**
- **Exhibits**
  - 2<sup>nd</sup> Interim Alternative Form (excel)
  - 3-yr MYP (pdf)



# P-1 Attendance Update





# P-1 Attendance Update

**No change in forecast, P-1 ADA 596, projected P-2 ADA 592**



# January Forecast Update

2024-2025





# 2nd Interim Update – January Forecast

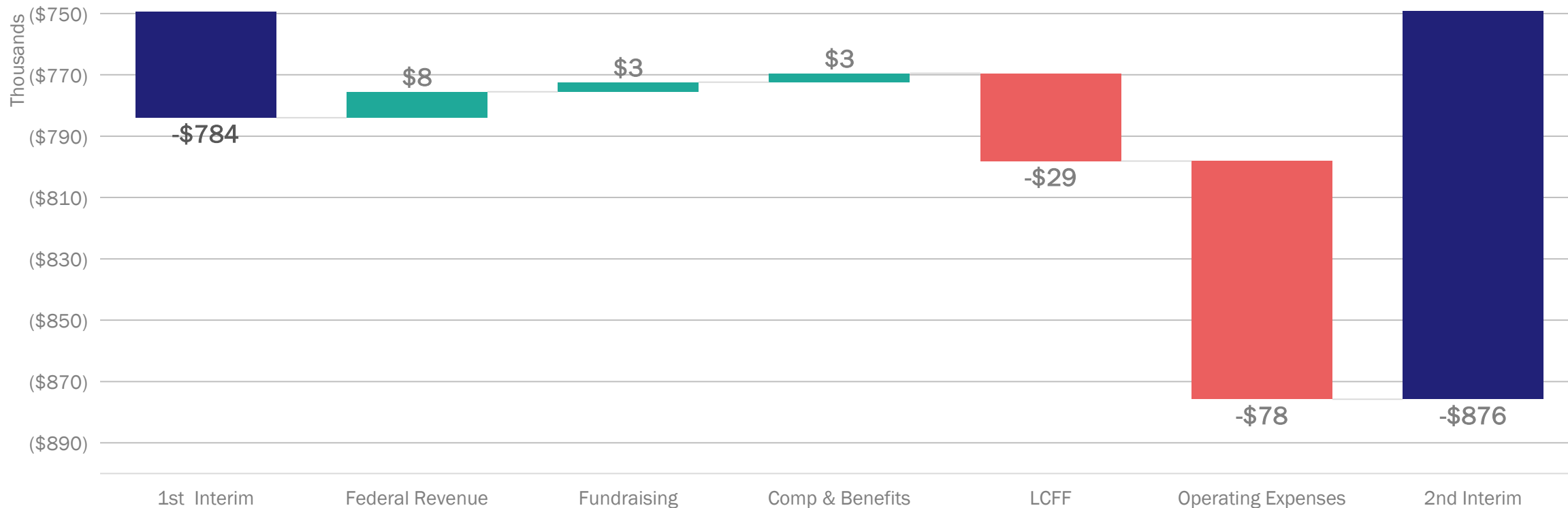
**FY25 forecasted net income of -\$875k and 24.3% fund balance as of % of expenses**

		2024-25	2025-26	2026-27
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	7,069,764	8,091,737	8,608,522
	Federal Revenue	259,847	280,644	295,529
	Other State Revenues	1,715,307	1,432,040	1,478,164
	Local Revenues	870,103	925,366	951,959
	Fundraising and Grants	7,714	49,649	4,849
	<b>Total Revenue</b>	<b>9,922,734</b>	<b>10,779,436</b>	<b>11,339,022</b>
Expenses	Compensation and Benefits	8,273,651	8,243,453	8,433,141
	Books and Supplies	349,826	443,052	344,813
	Services and Other Operating Expenditures	2,163,504	2,067,431	2,086,287
	Depreciation	11,534	11,534	11,534
	<b>Total Expenses</b>	<b>10,798,515</b>	<b>10,765,469</b>	<b>10,875,775</b>
	<b>Net Income</b>	<b>(875,780)</b>	<b>13,967</b>	<b>463,247</b>
	<b>Savings for 25% fund balance</b>	<b>(63,378)</b>	<b>(45,616)</b>	
	Beginning Balance (Audited)	3,496,234	2,620,453	2,634,421
	Net Income	(875,780)	13,967	463,247
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>2,620,453</b>	<b>2,634,421</b>	<b>3,097,668</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>24.3%</b>	<b>24.5%</b>	<b>28.5%</b>





# FY25 January Forecast Update

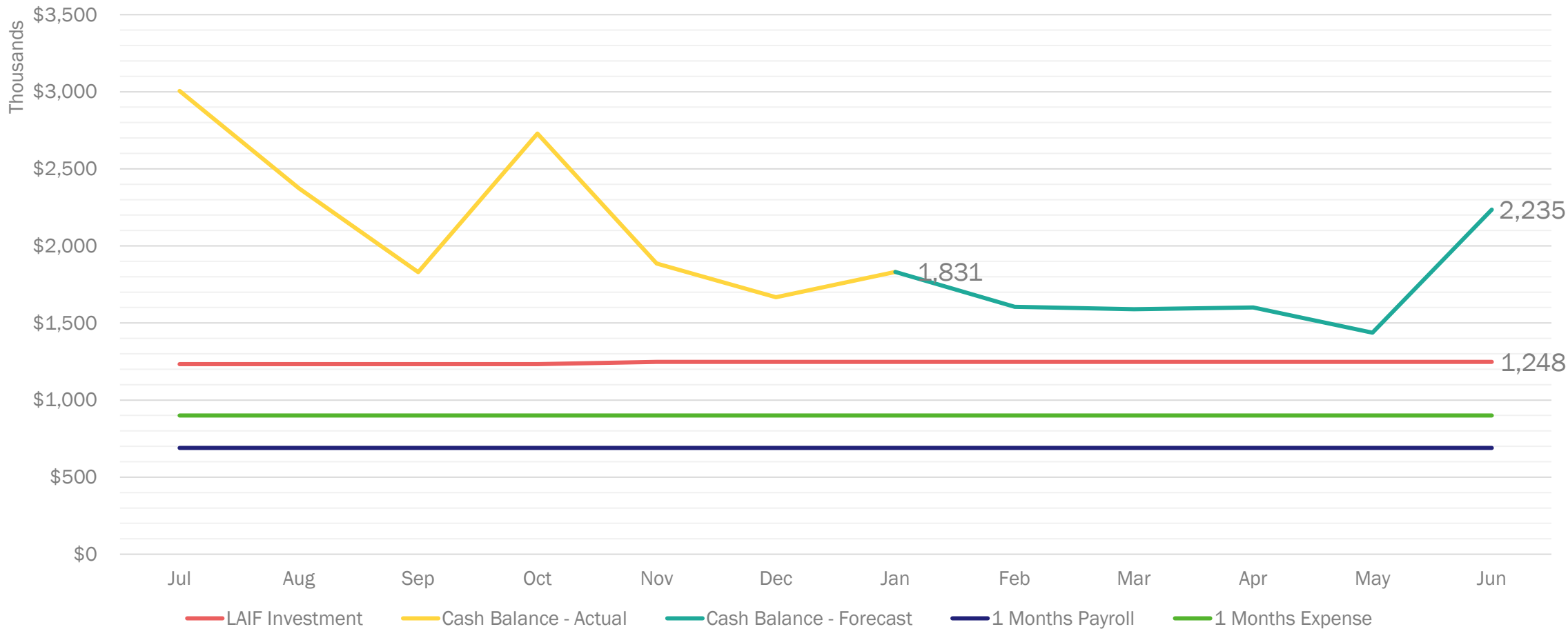


CATEGORY	BOTTOM LINE IMPACT	NOTES
<b>Previous Forecast</b>	<b>(783,943)</b>	
Federal Revenue	8,460	Revised FY25 entitlements
Fundraising	3,085	Increase in arts and music + schoolwide fundraising
Comp & Benefits	2,918	H+W Savings, Sped Specialist True-up
LCFF	(28,611)	CALPADs 1.17 Reported 3yr UPP decreased from 60.19% to 57.91%
Operating Expenses	(77,689)	Prop 39 Internet Costs, Janitorial, Consultants, Audit fees, PD
<b>2nd Interim</b>	<b>(875,780)</b>	



# 2024-25 Monthly Cash Balance

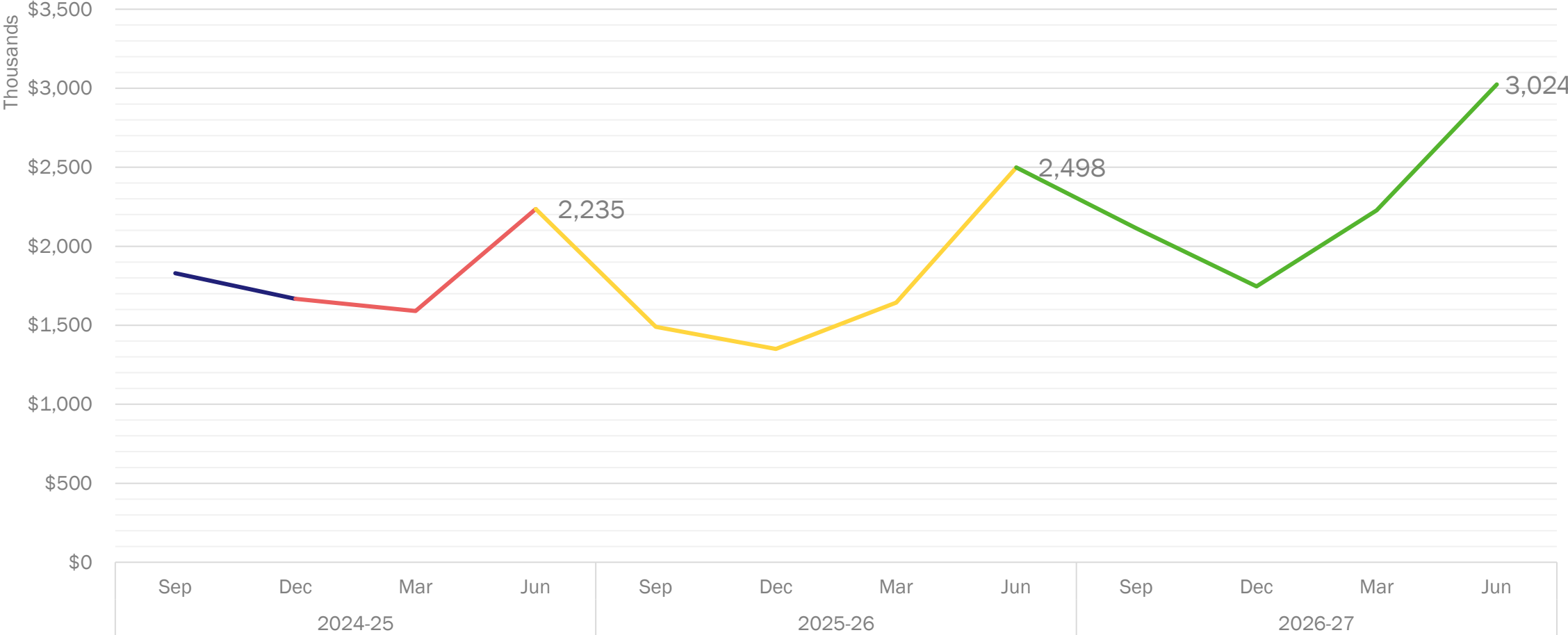
Cash balance of \$1.8M as of January; LAIF at \$1.24M





# Yearly Cashflow

Steady increase year over year due to enrollment projections



# 3-year MYP Assumptions

**Enrollment increase until 729 in FY27, Additional TK class shifted to FY26, COLA and FTE changes**

	FY25	FY26	FY27
	Projected	Projected	Projected
TK	24	40	40
K-5	312	336	336
6-8	301	333	353
Enrollment	637	709	729
Enroll Inc.		72	20
ADA %	93.0%	93.0%	93.4%
<b>Total ADA</b>	<b>592</b>	<b>659</b>	<b>681</b>
COLA	1.07%	2.43%	3.52%
FTE	82.6	79.8	79.8
FTE Changes		-2.8	
<b>Operating Income</b>	<b>(875,780)</b>	<b>13,967</b>	<b>463,247</b>

# 3-year MYP – Factors to Monitor

## Largest factors impacting budget stability remain enrollment growth and state budget

Current MYP	FY25	FY26	FY27	Notes
Net Income	(875,780)	13,967	463,247	Current Net Income
<b>Enrollment Growth</b>				
TK	24	40	40	Add 1 TK class (+16)
Kindergarten	52	54	54	K & 2nd at full enrollment (+4)
1st Grade	52	52	52	
2nd Grade	52	54	54	
3rd Grade	52	56	56	Increase 3rd grade 28/class (+4)
4th Grade	52	60	60	Increase 4-5th grade, 30/class (+16)
5th Grade	52	60	60	
6th Grade	111	115	125	Larger Middle school grades graduate
7th Grade	105	113	115	
8th Grade	85	105	113	
<b>TOTAL</b>	<b>637</b>	<b>709</b>	<b>729</b>	<b>Overall Growth of 72 students</b>
<b>Potential State Budget</b>				
ELOP Extra Revenue (If UPP >55%)		208,000	208,000	Increase to Net Income
Block Grant Learning Recovery		22,000		Increase to Net Income
ELOP Revenue w/ Added expense		72,000	72,000	Neutral to Net Income

# State Budget Updates



# Governor's January Budget – 2025-26

## 2.43% COLA

- 0.5 percentage point less than June estimate
- Affects SpEd, MBG, SB740, Nutrition

## New Funding

- Student Supports & Professional Development Discretionary Block Grant
- ~\$325/ADA, but may be calculated on FTE or UPP
- Allowable expenses: PD, teacher recruitment & retention, career pathways

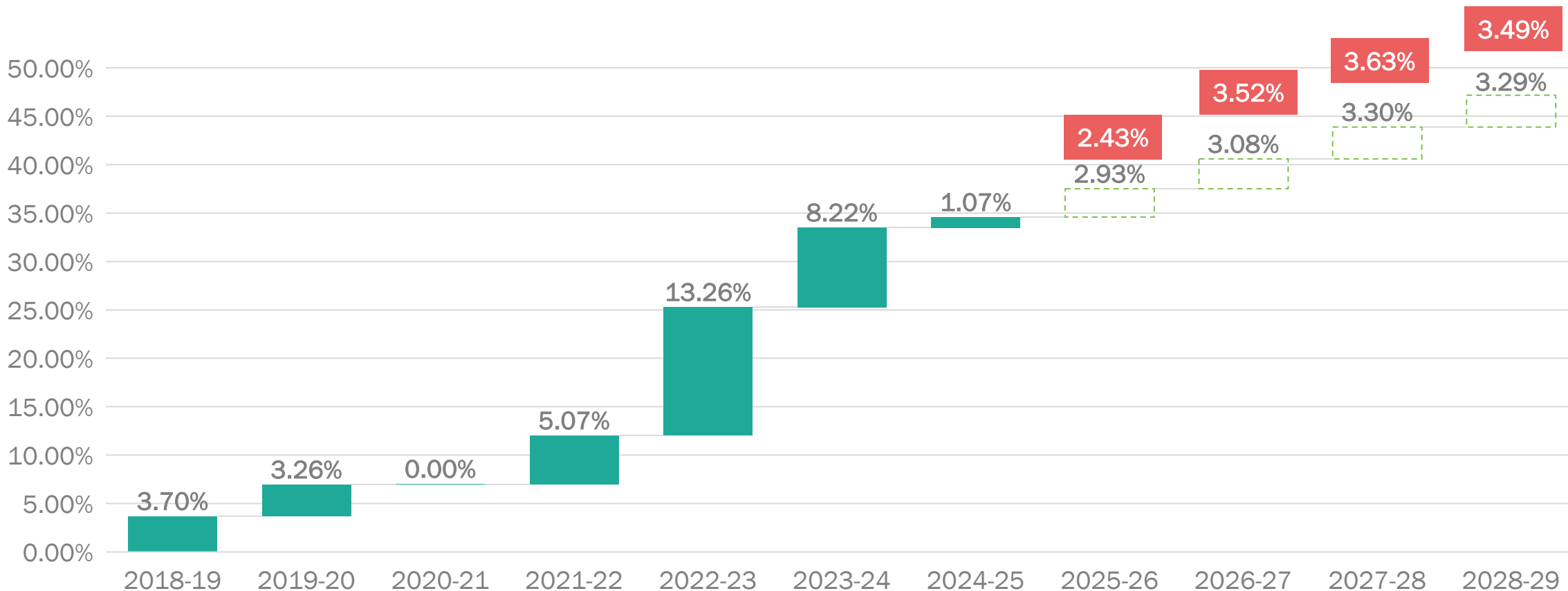
## Improved Funding

- TK: Proposes +\$600/TK to allow staff reduction from 12:1 to 10:1
- ELOP: Cut-off for higher rate reduced from 75% to 55% UPP – **Would be an additional 208K in funding for AOA, offsetting the current deficit**
- LREBG: Additional \$114/FY22 UPP tagged on original entitlement – **Would be 22K revenue**



# CA Historical and Projected LCFF Increase

**COLA for FY26 from 2.93% to 2.43%, outyears increase to ~ 3.5%**



**Governor's January Proposal FY26 COLA 2.43%**



# Exhibits



**Academy of Alameda  
Multi-year Projection  
As of Select above FY2025**

	<b>Year 1 2024-25</b>	<b>Year 2 2025-26</b>	<b>Year 3 2026-27</b>	<b>Assumptions</b>
<b>SUMMARY</b>				
<b>Revenue</b>				
LCFF Entitlement	7,069,764	8,091,737	8,608,522	
Federal Revenue	259,847	280,644	295,529	
Other State Revenues	1,715,307	1,432,040	1,478,164	
Local Revenues	870,103	925,366	951,959	
Fundraising and Grants	7,714	49,649	4,849	
<b>Total Revenue</b>	<b>9,922,734</b>	<b>10,779,436</b>	<b>11,339,022</b>	
<b>Expenses</b>				
Compensation and Benefits	8,273,651	8,243,453	8,433,141	
Books and Supplies	349,826	443,052	344,813	
Services and Other Operating Expenditures	2,163,504	2,067,431	2,086,287	
Depreciation	11,534	11,534	11,534	
Other Outflows & Amortization	-	-	-	
<b>Total Expenses</b>	<b>10,798,515</b>	<b>10,765,469</b>	<b>10,875,775</b>	
<b>Net Income</b>	<b>(875,780)</b>	<b>13,967</b>	<b>463,247</b>	
<b>Fund Balance</b>				
Beginning Balance (Unaudited)	3,482,257	2,620,453	2,634,421	
Audit Adjustment	13,977			
Beginning Balance (Audited)	3,496,234	2,620,453	2,634,421	
Net Income	(875,780)	13,967	463,247	
<b>Ending Fund Balance</b>	<b>2,620,453</b>	<b>2,634,421</b>	<b>3,097,668</b>	
<b>Total Revenue Per ADA</b>	16,750	16,348	16,653	
<b>Total Expenses Per ADA</b>	18,228	16,327	15,973	
<b>Net Income Per ADA</b>	(1,478)	21	680	
<b>Fund Balance as a % of Expenses</b>	24%	24%	28%	
<b>Key Assumptions</b>				
<b>Enrollment Breakdown</b>				
TK	24	40	40	
K	52	54	54	
1	52	52	52	
2	52	54	54	
3	52	56	56	

**Academy of Alameda  
Multi-year Projection  
As of Select above FY2025**

	<b>Year 1 2024-25</b>	<b>Year 2 2025-26</b>	<b>Year 3 2026-27</b>	<b>Assumptions</b>
4	52	60	60	
5	52	60	60	
6	111	115	125	
7	105	113	115	
8	85	105	113	
<b>Total Enrolled</b>	<b>637</b>	<b>709</b>	<b>729</b>	
<b>ADA %</b>				
K-3	93.0%	93.0%	93.4%	
4-6	93.0%	93.0%	93.4%	
7-8	93.0%	93.0%	93.4%	
<b>Average ADA %</b>	<b>93.0%</b>	<b>93.0%</b>	<b>93.4%</b>	
<b>ADA</b>				
K-3	216	238	239	
4-6	200	219	229	
7-8	177	203	213	
<b>Total ADA</b>	<b>592</b>	<b>659</b>	<b>681</b>	
<b>REVENUE</b>				
<b>LCFF Entitlement</b>				
8011	Charter Schools General Purpose Entitlement - State Aid	3,190,542	3,743,457	4,071,522
8012	Education Protection Account Entitlement	1,131,038	1,289,470	1,378,404
8096	Charter Schools in Lieu of Property Taxes	2,748,184	3,058,811	3,158,596
	<b>SUBTOTAL - LCFF Entitlement</b>	<b>7,069,764</b>	<b>8,091,737</b>	<b>8,608,522</b>
<b>Federal Revenue</b>				
8181	Special Education - Entitlement	83,287	85,307	94,949
8291	Title I	137,022	152,437	156,719
8292	Title II	19,248	21,413	22,015
8293	Title III	10,290	11,487	11,845
8294	Title IV	10,000	10,000	10,000
	<b>SUBTOTAL - Federal Revenue</b>	<b>259,847</b>	<b>280,644</b>	<b>295,529</b>
<b>Other State Revenue</b>				
8319	Other State Apportionments - Prior Years	61,912	-	-
8381	Special Education - Entitlement (State)	488,924	544,187	561,940
8382	Special Education Reimbursement (State)	47,221	59,107	54,273
8550	Mandated Cost Reimbursements	11,602	12,173	14,025
8560	State Lottery Revenue	168,918	188,011	194,144

**Academy of Alameda**  
**Multi-year Projection**  
**As of Select above FY2025**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	
8590	All Other State Revenue	357,713	24,394	-	
8591	Prop 28 Arts & Music in Schools	92,597	95,594	111,445	
8593	ELO-Program (2600)	358,210	380,366	414,127	
8595	Afterschool (ASES)	128,210	128,210	128,210	
	<b>SUBTOTAL - Other State Revenue</b>	<b>1,715,307</b>	<b>1,432,040</b>	<b>1,478,164</b>	
<b>Local Revenue</b>					
8639	All Other Sales	1,284	1,284	1,284	
8660	Interest	71	71	71	
8662	Net Increase (Decrease	38,764	38,764	38,764	
8676	After School Program Revenue	170,939	190,260	195,627	
8690	Other Local Revenue	20,000	20,000	20,000	
8693	Field Trips	13,556	13,556	13,556	
8699	All Other Local Revenue	27,901	27,901	27,901	
8701	Art and Music Fundraising	2,245	2,245	2,245	
8702	Measure B1 Parcel Tax	167,549	177,664	183,638	
8703	Measure A (2020) Parcel Tax	427,794	453,620	468,873	
	<b>SUBTOTAL - Local Revenue</b>	<b>870,103</b>	<b>925,366</b>	<b>951,959</b>	
<b>Fundraising and Grants</b>					
8802	Donations - Private	3,626	3,626	3,626	
8803	Annual Fundraising (School-wide)	2,865	44,800	-	
8804	School Culture Fundraising	1,223	1,223	1,223	
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>7,714</b>	<b>49,649</b>	<b>4,849</b>	
<b>TOTAL REVENUE</b>		<b>9,922,734</b>	<b>10,779,436</b>	<b>11,339,022</b>	
<b>EXPENSES</b>					
<b>Compensation &amp; Benefits</b>					
<b>Certificated Salaries</b>					
1100	Teachers Salaries	2,378,511	2,598,772	2,650,747	
1101	Teacher - Stipends	47,000	47,000	47,000	
1148	Teacher - Special Ed	92,118	105,327	107,434	
1200	Certificated Pupil Support Salaries	44,838	45,735	46,650	
1201	Certificated Pupil Support - School Psychologist	201,422	205,450	209,559	
1202	Certificated Pupil Support - Counselor	164,457	167,746	171,101	
1203	Certificated Pupil Support Salaries - Custom 3	127,531	45,576	46,488	
1300	Certificated Supervisor & Administrator Salaries	685,946	517,085	531,589	
1950	Other Cert - Instructional Coaches	512,794	530,409	543,348	

**Academy of Alameda**  
**Multi-year Projection**  
**As of Select above FY2025**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	
<b>SUBTOTAL - Certificated Salaries</b>		<b>4,254,618</b>	<b>4,263,100</b>	<b>4,353,915</b>	
<b>Classified Salaries</b>					
2100	Classified Instructional Aide Salaries	775,590	779,118	799,688	
2201	Classified Support - Restorative Justice coordinator	116,979	76,734	78,652	
2202	Classified Support - School Culture Coordinator	183,762	188,206	192,761	
2300	Classified Supervisor & Administrator Salaries	221,872	227,419	233,104	
2400	Classified Clerical & Office Salaries	218,900	244,668	251,030	
2905	Other Classified - After School	422,203	416,609	428,169	
<b>SUBTOTAL - Classified Salaries</b>		<b>1,939,305</b>	<b>1,932,753</b>	<b>1,983,404</b>	
<b>Employee Benefits</b>					
3100	STRS	767,997	776,664	792,577	
3300	OASDI-Medicare-Alternative	222,064	218,902	224,043	
3400	Health & Welfare Benefits	777,000	800,310	824,319	
3500	Unemployment Insurance	182,266	119,669	119,669	
3600	Workers Comp Insurance	65,049	65,069	66,555	
3900	Other Employee Benefits	65,352	66,986	68,661	
<b>SUBTOTAL - Employee Benefits</b>		<b>2,079,728</b>	<b>2,047,599</b>	<b>2,095,823</b>	
<b>Books &amp; Supplies</b>					
4200	Books & Other Reference Materials	52,012	53,052	54,113	
4320	Educational Software	67,322	68,668	70,042	
4325	Instructional Materials & Supplies	30,202	30,806	31,422	
4326	Art & Music Supplies	12,485	12,734	12,989	
4330	Office Supplies	15,300	15,606	15,918	
4335	PE Supplies	8,148	8,311	8,477	
4340	Professional Development Supplies	2,337	2,384	2,431	
4345	Non Instructional Student Materials & Supplies	9,477	9,666	9,860	
4350	Uniforms	106	108	110	
4351	Yearbook	11,253	11,478	11,707	
4352	Afterschool Supplies	20,808	21,224	21,649	
4353	Summerschool Supplies	10,200	10,404	10,612	
4354	Middle school Athletics	3,810	3,886	3,964	
4355	Org Culture supplies	10,908	11,126	11,349	
4360	Books and Supplies - Sped	20,953	2,601	2,653	
4410	Classroom Furniture, Equipment & Supplies	11,444	86,673	11,907	
4420	Computers: individual items less than \$5k	19,000	49,380	19,768	
4423	Additional Technology	9,364	9,551	9,742	
4430	Non Classroom Related Furniture, Equipment & Supplies	6,168	6,291	6,417	

**Academy of Alameda  
Multi-year Projection  
As of Select above FY2025**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	
4700	Food	19,350	19,737	20,132	
4720	Other Food	9,180	9,364	9,551	
<b>SUBTOTAL - Books and Supplies</b>		<b>349,826</b>	<b>443,052</b>	<b>344,813</b>	
<b>Services &amp; Other Operating Expenses</b>					
5210	Conference Fees	16,020	16,340	16,667	
5220	Travel and Lodging	10,710	10,924	11,143	
5305	Dues & Membership - Professional	17,831	18,187	18,551	
5310	Subscriptions	64,139	65,706	67,021	
5400	Insurance	120,132	122,535	124,985	
5510	Utilities - Gas and Electric	1,040	1,061	1,082	
5515	Janitorial, Gardening Services & Supplies	212,100	213,792	218,068	
5525	Utilities - Waste	54,238	55,323	56,429	
5605	Equipment Leases	23,256	23,721	24,196	
5611	Prop 39 Related Costs	246,816	251,752	256,787	
5615	Repairs and Maintenance - Building	32,040	12,485	12,734	
5617	Repairs and Maintenance - Other Equipment	2,081	2,122	2,165	
5619	Non-Cash Lease Adjustment	7,704	10,116	9,864	
5803	Accounting Fees	1,966	2,005	2,045	
5804	Internal Audit & Accounting support	21,412	21,808	22,212	
5805	Administrative Fees	4,257	4,343	4,429	
5809	Banking Fees	1,734	1,769	1,804	
5812	Business Services	200,000	200,000	200,000	
5815	Consultants - Instructional	9,040	9,221	9,405	
5818	Coaching	27,000	-	-	
5819	School Culture Initiatives	19,484	19,874	20,272	
5820	Consultants - Non Instructional - Custom 1	15,260	9,955	10,154	
5824	District Oversight Fees	238,757	252,914	290,508	
5828	Translators	1,690	1,724	1,758	
5830	Field Trips Expenses	43,022	95,682	44,760	
5833	Fines and Penalties	208	212	216	
5834	Afterschool & Summer Services	12,460	12,709	12,963	
5836	Fingerprinting	8,160	8,323	8,490	
5839	Fundraising Expenses	3,582	3,654	3,727	
5845	Legal Fees	61,200	62,424	63,672	
5846	Loan and Financing Fees	260	265	271	
5848	Licenses and Other Fees	1,342	1,369	1,396	
5851	Marketing and Student Recruiting	190,462	160,297	163,503	
5857	Payroll Fees	12,500	12,750	13,005	
5860	Printing and Reproduction	7,283	7,428	7,577	
5861	Prior Yr Exp (not accrued)	17,000	10,000	10,200	

**Academy of Alameda  
Multi-year Projection  
As of Select above FY2025**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Assumptions</b>
		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	
5863	Professional Development	56,995	41,731	65,259	
5869	Special Education Contract Instructors	120,360	68,347	69,714	
5875	Staff Recruiting	17,836	18,193	18,557	
5880	Student Health Services	10,200	10,404	10,612	
5881	Student Information System	7,832	7,989	8,148	
5884	Substitutes	185,916	189,634	193,427	
5887	Technology Services	55,202	25,306	5,412	
5898	Bad Debt Expense	312	318	325	
5899	Miscellaneous Operating Expenses	2,040	2,081	2,122	
5915	Postage and Delivery	520	531	541	
5920	Communications - Telephone & Fax	104	106	108	
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>2,163,504</b>	<b>2,067,431</b>	<b>2,086,287</b>	
<b>Depreciation Expense</b>					
6900	Depreciation	11,534	11,534	11,534	
<b>SUBTOTAL - Depreciation Expense</b>		<b>11,534</b>	<b>11,534</b>	<b>11,534</b>	
<b>Other Outflows &amp; Amortization</b>					
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>		<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>		<b>10,798,515</b>	<b>10,765,469</b>	<b>10,875,775</b>	

**Academy of Alameda**  
**2024-25**  
**As of Select above FY2025**

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Driver/ Rate Type
<b>Revenues and related expenses</b>				
<b>Statewide LCFF Assumptions</b>				
LCFF COLA	1.07%	2.43%	3.52%	
TK-3 LCFF Base	10,025	10,269	10,630	
4-6 LCFF Base	10,177	10,424	10,791	
7-8 LCFF Base	10,478	10,733	11,111	
TK-3 Gr Span Adj	1,043	1,068	1,106	
<b>School LCFF Assumptions</b>				
LCFF per ADA	11,934	12,272	12,643	0.00
ILPT per ADA	4,639	4,639	4,639	0.00
Supplemental & Concentration Funding	726,699	821,197	845,146	
Unduplicated Pupil % (3 year avg)	57.91%	57.40%	55.30%	
District UPP	34.97%	0.00%	0.00%	
<b>Other Federal and State Revenues</b>				
Other SELPA Fed	144	144.00	144.00	0.00
Other SELPA State	825	825.31	825.31	0.00
SPED Mental Health State Rate	80	79.71	79.71	
Mandated Cost Reimbursements: K-8	20.06	20.55	21.27	Prior Year Enrollment
One Time Funding	0.00	0.00	0.00	Prior Year Enrollment
State Lottery Unrestricted	191.00	191.00	191.00	P-A ADA
State Lottery Restricted	82.00	82.00	82.00	P-A ADA
Absence Factor	1.04	1.04	1.04	Multiplier to state lottery rates
ELOP Rate 2	1,580	1,580	1,580	
AMS Enrollment Rate	111	111	111	
AMS FRPM Rate	78	78	78	
<b>Fees</b>				
Authorizer Fees	3.00%	3.00%	3.00%	0.00
Special Education Encroachment Fees	0.00	0.00	0.00	0.00

<b>Payroll</b>				
<b>Annual Pay Increase</b>				
Teacher		2.00%	2.00%	
Other Certificated		2.00%	2.00%	
Classified		2.50%	2.50%	
<b>Benefits</b>				
STRS	19.10%	19.10%	19.10%	% of eligible payroll
PERS	27.05%	27.40%	27.50%	% of eligible payroll
PARS	3.75%	3.75%	3.75%	% of eligible payroll
Other Retirement 1	46.04%	46.04%	46.04%	
Other Retirement 2	100.00%	100.00%	100.00%	
Social Security	6.20%	6.20%	6.20%	% of eligible payroll
Medicare	1.45%	1.45%	1.45%	% of total payroll
Health & Welfare Benefits				Annual rate per employee
Life Insurance	\$98,400	\$101,352	\$104,393	
Cal Choice	\$832,600	\$857,578	\$883,305	
3401 Employee Contributions	(\$154,000)	-\$158,620	-\$163,379	
H&W average annual increase	3.00%	3.00%	3.00%	
In Lieu Medical Stipend				Annual stipend
SUTA %	23.00%	17.00%	17.00%	% of eligible payroll
SUTA Tax Base	\$7,000	\$7,000	\$7,000	
ETT (part of SUTA)	\$7	\$7	\$7	Annual rate per employee
Workers Comp	1.05%	1.05%	1.05%	% of total payroll



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: The Academy of Alameda  
 (continued) 0  
 CDS #: 01-61119-0122085  
 Charter Approving Entity: Alameda Unified School District  
 County: Alameda  
 Charter #: 1181  
 Fiscal Year: 2024-25

Description	Object Code	1st Interim Budget (X)	Actuals thru 01/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,219,153.02	1,404,964.00	3,190,542.02	(28,611.00)	-0.89%
Education Protection Account State Aid - Current Year	8012	1,131,037.55	552,126.00	1,131,037.55	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	2,748,184.07	1,126,902.00	2,748,184.07	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		7,098,374.64	3,083,992.00	7,069,763.64	(28,611.00)	-0.40%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	168,100.00	112,532.00	176,560.00	8,460.00	5.03%
Special Education - Federal	8181, 8182	83,286.72	-	83,286.72	-	0.00%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		251,386.72	112,532.00	259,846.72	8,460.00	3.37%
3. Other State Revenues						
Special Education - State	StateRevSE	536,145.44	241,676.00	536,145.44	(0.00)	0.00%
All Other State Revenues	StateRevAO	1,179,161.65	715,346.89	1,179,161.65	(0.00)	0.00%
Total, Other State Revenues		1,715,307.09	957,022.89	1,715,307.09	(0.00)	0.00%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	874,732.01	149,824.99	877,817.01	3,085.00	0.35%
Total, Local Revenues		874,732.01	149,824.99	877,817.01	3,085.00	0.35%
5. TOTAL REVENUES		9,939,800.46	4,303,371.88	9,922,734.45	(17,066.01)	-0.17%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						

Certificated Teachers' Salaries	1100	2,503,109.04	1,408,545.85	2,517,628.76	14,519.72	0.58%
Certificated Pupil Support Salaries	1200	538,248.24	257,825.60	538,248.24	-	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	685,946.43	353,840.08	685,946.43	-	0.00%
Other Certificated Salaries	1900	512,794.34	345,088.48	512,794.34	-	0.00%
Total, Certificated Salaries		4,240,098.04	2,365,300.01	4,254,617.76	14,519.72	0.34%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	762,811.62	456,180.77	775,589.62	12,778.00	1.68%
Non-certificated Support Salaries	2200	300,741.11	133,969.29	300,741.11	-	0.00%
Non-certificated Supervisors' and Administrators' Sal.	2300	221,871.98	129,425.38	221,871.98	-	0.00%
Clerical and Office Salaries	2400	218,899.67	140,502.73	218,899.67	-	0.00%
Other Non-certificated Salaries	2900	445,264.22	247,435.07	422,202.97	(23,061.25)	-5.18%
Total, Non-certificated Salaries		1,949,588.61	1,107,513.24	1,939,305.36	(10,283.25)	-0.53%
<b>3. Employee Benefits</b>						
STRS	3101-3102	774,394.15	413,452.66	767,996.63	(6,397.52)	-0.83%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	219,663.46	123,982.20	222,064.23	2,400.77	1.09%
Health and Welfare Benefits	3401-3402	821,425.00	470,709.18	777,000.00	(44,425.00)	-5.41%
Unemployment Insurance	3501-3502	182,266.00	121,619.28	182,266.00	(0.00)	0.00%
Workers' Compensation Insurance	3601-3602	65,004.08	49,291.25	65,048.58	44.50	0.07%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	65,352.15	39,653.27	65,352.15	-	0.00%
Total, Employee Benefits		2,128,104.85	1,218,707.84	2,079,727.60	(48,377.25)	-2.27%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	
Books and Other Reference Materials	4200	52,012.20	13,759.35	52,012.20	-	0.00%
Materials and Supplies	4300	223,307.66	127,829.35	223,307.66	-	0.00%
Noncapitalized Equipment	4400	45,975.94	30,763.85	45,975.94	-	0.00%
Food	4700	28,530.42	10,909.15	28,530.42	-	0.00%
Total, Books and Supplies		349,826.22	183,261.70	349,826.22	-	0.00%
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	26,729.56	(11,717.95)	26,729.56	-	0.00%
Dues and Memberships	5300	80,970.12	67,116.54	81,970.12	1,000.00	1.24%
Insurance	5400	120,132.00	90,712.75	120,132.00	-	0.00%
Operations and Housekeeping Services	5500	250,178.39	122,935.79	267,378.39	17,200.00	6.88%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	267,787.01	209,243.94	311,896.92	44,109.91	16.47%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,313,621.13	777,337.96	1,354,772.38	41,151.25	3.13%
Communications	5900	624.24	115.38	624.24	-	0.00%
Total, Services and Other Operating Expenditures		2,060,042.45	1,255,744.41	2,163,503.60	103,461.15	5.02%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	

Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	11,534.00	6,728.75	11,534.00	-	0.00%
Total, Capital Outlay		11,534.00	6,728.75	11,534.00	-	0.00%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
<b>8. TOTAL EXPENDITURES</b>		10,739,194.17	6,137,255.95	10,798,514.54	59,320.37	0.55%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(799,393.71)	(1,833,884.07)	(875,780.09)	(76,386.38)	9.56%
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(799,393.71)	(1,833,884.07)	(875,780.09)	(76,386.38)	9.56%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	3,482,257.00	3,482,256.96	3,482,256.96	(0.04)	0.00%
b. Adjustments/Restatements	9793, 9795	13,976.57	13,976.57	13,976.57	-	0.00%
c. Adjusted Beginning Fund Balance		3,496,233.57	3,496,233.53	3,496,233.53		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,696,839.86	1,662,349.46	2,620,453.44		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	

b. Restricted	9740	-	(389,722.16)	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	2,696,839.84	2,052,071.62	2,620,453.44	(76,386.40)	-2.83%



# Coversheet

## Presentation on LCAP (Local Control Accountability Plan)

**Section:** IV. Board Communication  
**Item:** B. Presentation on LCAP (Local Control Accountability Plan)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Academy of Alameda 2024-25 LCAP Mid-Year Update Presentation.pdf  
Mid-Year LCAP Overview 24-25.pdf

# LCAP Mid-Year Update

**The Academy of Alameda**  
**February 27, 2025**



# Agenda

- Overview of Requirements
- Updated Budget Overview for Parents
- LCAP Goals
- Progress Towards Meeting Goal
- Implementation and Expenditure Status



# Local Control Accountability Plan (LCAP)

## What Is It?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

## Focus Area

How additional funds are being used to benefit higher need student groups (*Low Income, English Learner, and Foster Youth*)

# LCAP Components 2024-25

## Mid-Year Annual LCAP Update

## LCAP

### Board Presentation

- Update on Budget Overview for Parents
- Currently available LCAP Outcomes
- LCAP Financial Expenditures YTD
- LCAP Actions Implementation Update
- Budget Overview for Parents
- 2024-25 Annual Update Actions and Expenditures
- Highlights, Identified Needs, Education Partner Engagement
- 2025-26 Goals, Outcomes, Actions, Expenditures
- Increased and Improved Services Requirement

# Updated Budget Overview for Parents

## Budget Overview for Parents

Budget Item	2024-25 Budget	Budget Forecast 2024-25 (as of 10/31/24)	Difference
Total LCFF funds	\$7,249,707	\$7,098,375	-\$151,332
LCFF supplemental and concentration grants	\$771,343	\$755,310	-\$16,033
All other state funds	\$1,675,746	\$1,715,307	\$39,561
All local funds	\$970,353	\$874,732	-\$95,621
All federal funds	\$265,100	\$251,387	-\$13,713
Total projected revenue	\$10,160,906	\$9,939,801	-\$221,105
Total budgeted general fund expenditures	\$10,884,197	\$10,728,538	-\$155,659

# LCAP Goals: Progress and Implementation



## Goal 1

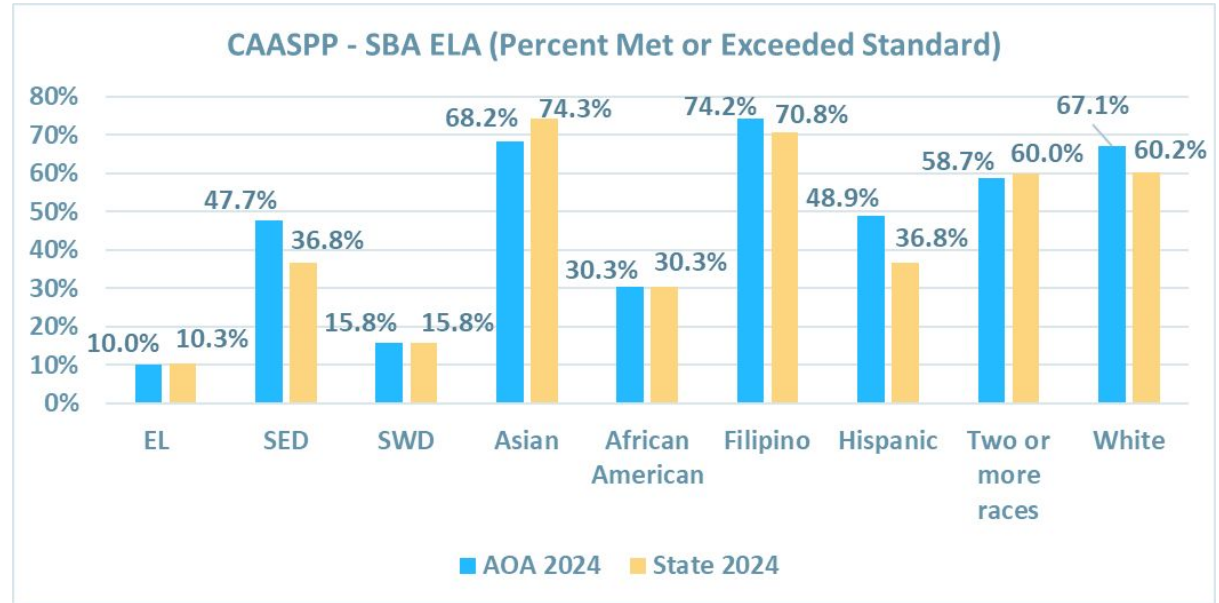
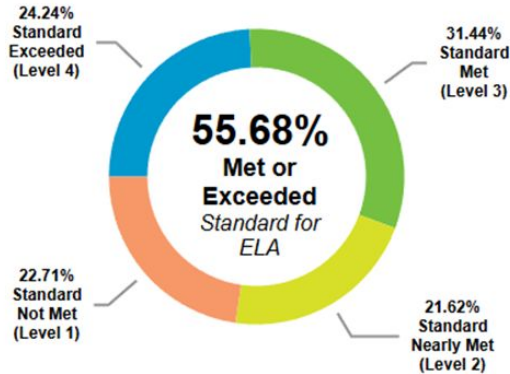
**Effective Instruction, Challenging Curriculum, and Enrichment Opportunities:**  
 Increase the academic outcomes of all students by providing them with multiple pathways to be successful through a culturally responsive and deeply engaging education.

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
1.1	Highly Qualified Staff	Partially Implemented	\$5,652,080	\$1,747,386
1.2	Multi-Tiered Systems of Support	Partially Implemented	\$770,991	\$154,071
1.3	Instructional Materials, Supplies, and Technology	Partially Implemented	\$277,747	\$76,336
1.4	Professional Education	Partially Implemented	\$73,775	\$1,000
1.5	English Language Development	Partially Implemented	\$0	\$0
1.6	Special Education	Partially Implemented	\$639,512	\$339,104
1.7	After School, Summer, & Extended Year Programs	Partially Implemented	\$523,220	\$172,679

# Goal 1 Outcomes - CAASPP ELA

## ELA

Percent of students within each achievement level



**2024 CA State Average: 47.0% Met or Exceeded ELA Standard**

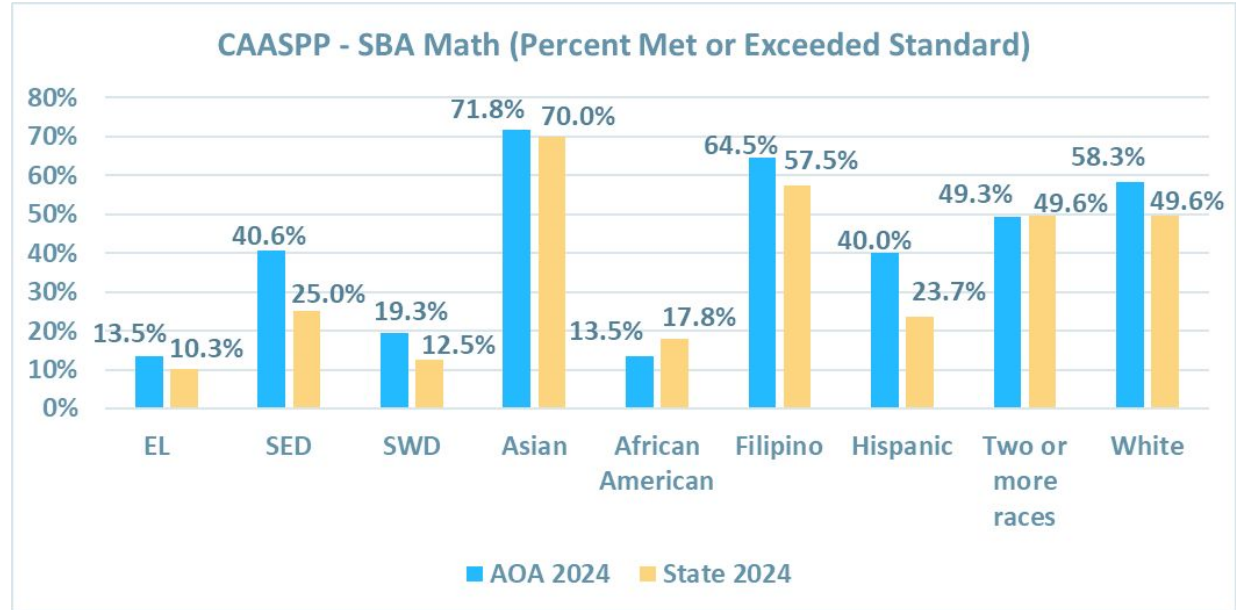
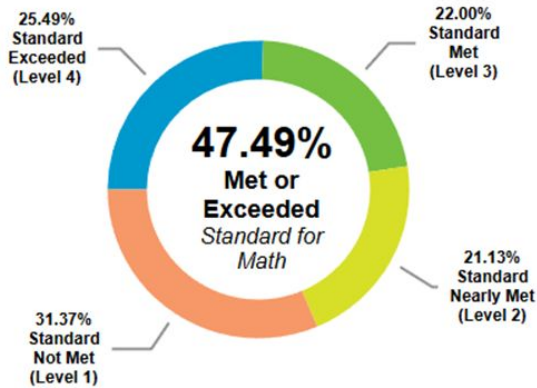


California Assessment of Student Performance and Progress

# Goal 1 Outcomes - CAASPP Math

## Mathematics

Percent of students within each achievement level



**2024 CA State Average: 35.5% Met or Exceeded ELA Standard**



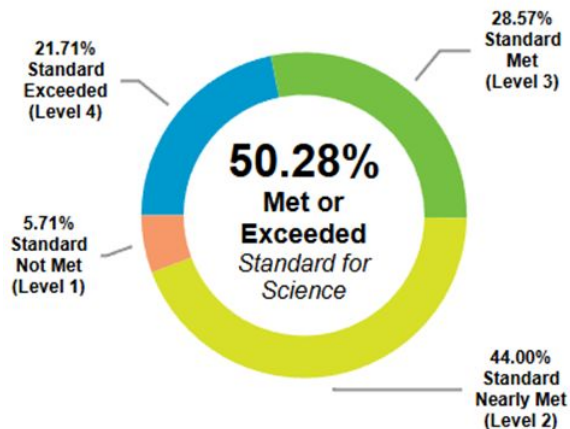
California Assessment of Student Performance and Progress



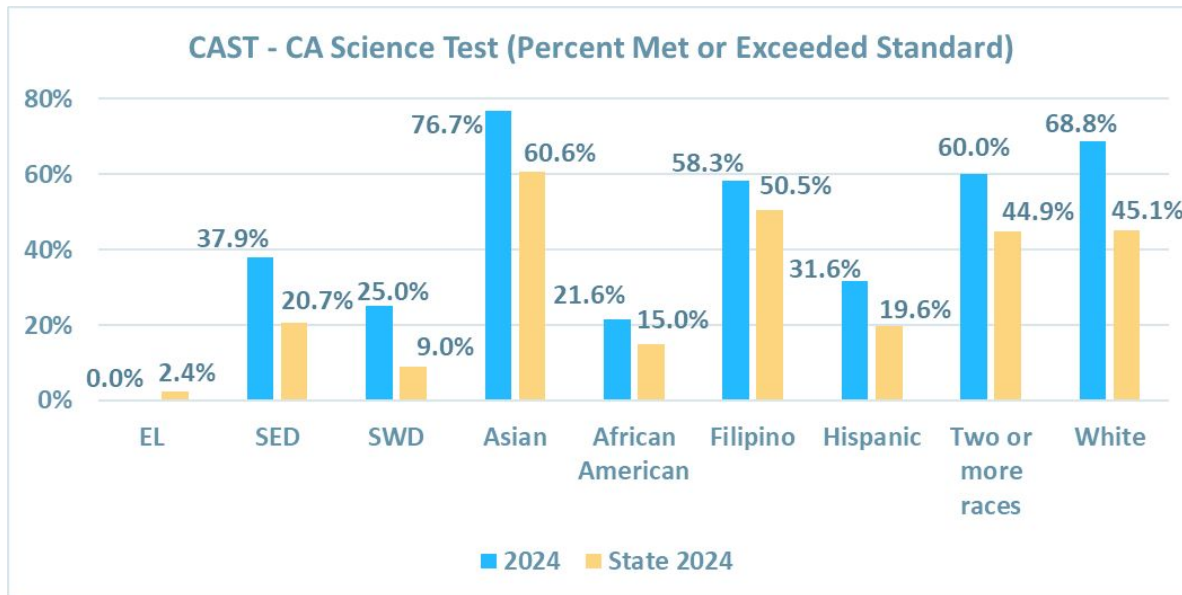
# Goal 1 Outcomes - CA Science Test (CAST)

## Science

Percent of students within each achievement level



**2024 CA State Average: 30.7% Met or Exceeded ELA Standard**



California Assessment of Student Performance and Progress

# GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
STAR ELA - % of students meeting growth goals	2023-24 72.9%	2024-25 Not Yet Available	2026-27 Baseline + 5% growth	N/A
STAR Math - % of students meeting growth goals	2023-24 64.8%	2024-25 Not Yet Available	2026-27 Baseline + 5% growth	N/A
STAR Early Reading Assessment (K-2)	2023-24 65.3%	2024-25 Not Yet Available	2026-27 Baseline + 3% growth	N/A
ELPI - % of ELs improving on the ELPAC	2022-23 50%	2023-24 40.3%	2025-26 >55%	Decrease by 9.7%
% of LTEL scoring at Level 3 and 4 on ELPAC	2022-23 62.5%	2023-24 53.8%	2025-26 16%	2025-26 16%
EL Reclassification rate	2021-22 18.6%	2021-22 18.6%	2025-26 >10%	N/A

## GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
% of teachers properly credentialed and appropriately assigned	2021-22 95.7%	2022-23 100%	2024-25 100%	Increase by 4.3%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	2023-24 100%	2024-25 100%	2026-27 100%	Maintained
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	2023-24 Full Implementation and Sustainability	2024-25 Full Implementation and Sustainability	2025-26 Full Implementation and Sustainability	Maintained
% of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study	2023-24 100%	2024-25 100%	2026-27 100%	Maintained



## Goal 2

**Empower Students and Eliminate Barriers: Implement comprehensive social-emotional programs that foster a sense of belonging and cultivates successful student outcomes and school engagement.**

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
2.1	Mental Health	Fully Implemented	\$410,717	\$77,967
2.2	Social Emotional Learning	Partially Implemented	\$67,322	\$34,180
2.3	Student Culture Activities, Athletics, and Events	Partially Implemented	\$107,245	\$36,401
2.4	Attendance Support	Partially Implemented	\$64,400	\$653
2.5	Restorative Justice	Partially Implemented	\$296,741	\$48,367
2.6	Operations and Facilities	Partially Implemented	\$1,553,480	\$405,175

## GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
Attendance Rate	2023-24 92.97%	2024-25 94.62% (as of 10/31/24)	2026-27 96%	Increase by 4.3%%
Chronic Absence Rate for all students and all numerically significant subgroups	2022-23 All: 21.8% EL: 28.1% SED: 27.5% SWD :29.6% African American: 28.0% Asian: 10.9% Hispanic/Latino: 27.9% Two/More Races: 21.2% White: 21.4% Filipino: 15.8%	2023-24 All: 22.6% EL: 24.4% SED: 29.3% SWD: 33.3% African American: 32.5% Asian: 10.1% Hispanic/Latino: 27.4% Two/More Races: 23.6% White: 19.4% Filipino: 20.5%	2025-26 All: 15% EL: 23% SED: 22% SWD: 24% African American: 23% Asian: 5% Hispanic/Latino: 22% Two/More Races: 10% White: 16% Filipino: 10%	All Students: 0.8% EL: -3.7% SED: 1.8% SWD: 3.7% African American: 4.5% Asian: -0.8% Black: -3.4% Hispanic: -0.5% White: -2.0% Two or More Races: 2.4% Filipino: 4.7%

## GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
Suspension Rate for all students and all numerically significant subgroups	2022-23 All Students: 3.1% EL: 3.3% SED: 4.4% SWD: 4.8% African American: 6.4% Asian: 0% Filipino: 7.9% Hispanic: 3.1% Two or More Races: 3.0% White: 1.6%	2023-24 All Students: 3.8% EL: 3.4% SED: 5.0% SWD: 7.5% African American: 10.0% Asian: 0.8% Filipino: 0.0% Hispanic: 2.1% Two or More Races: 4.5% White: 2.7%	2025-26 <1%	All Students: 0.7% EL: 0.1% SED: 0.6% SWD: 2.7% African American: 3.6% Asian: 0.8% Filipino: -7.9% Hispanic: -1.0% Two or More Races: 1.5% White: 1.1%
Expulsion Rate for all students and all numerically significant subgroups	2022-23 0%	2023-24 0%	2025-26 0%	Maintained
Middle School Dropout Rate	2023-24 0%	2024-25 Not Yet Available	2025-26 0%	N/A

## GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
Facilities meet the “good repair” standard	2022-23 Condition: Fair	2023-24 Condition: Good	2025-26 Met: Good	Maintained
% of students who respond favorably to questions about school safety, school climate, and sense of belonging	2023-24 School Safety: 78% School Climate: 74% Sense of Belonging: 79%	2024-25 Not Yet Available	2026-27 Baseline +5% growth	N/A
% of families who respond favorably to questions about school safety	2023-24 92%	2024-25 Not Yet Available	2026-27 85%	N/A



## Goal 3

**Two-Way Communication and Effective Family Engagement: Provide transparent communication to our families through effective two-way communication that allows all families the ability to provide input and feedback on the school's program, and provides them a variety of opportunities to engage in the school and their children's education.**

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
3.1	Parent/Family Communication	Fully Implemented	\$253,086	\$61,903
3.2	Family Engagement Events and Committees	Partially Implemented	\$193,861	\$38,210



## GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
% of families responding favorably to questions on school climate, school fit, sense of belonging, and feeling welcome	2023-24 School Climate: 94% School Fit: 83%	2024-25 Not Yet Available	2026-27 85%	N/A
Number of Responses to Spring Family Survey Goal	2023-24 166 Respondents	2024-25 Not Yet Available	2026-27 175 respondents	N/A
Percentage of parents participating in Parent Teacher Conferences, including Students with Disabilities and English Learners	2023-24 74.5%	2024-25 Not Yet Available	2026-27 80%	N/A

## GOAL 3 Outcomes

METRICS	BASELINE	Year 1 Outcome (as of January 2025)	Year 3 Target	Current Difference from Baseline
Representation of families who respond to the Family Survey: Race/Ethnicity, Language, Socioeconomic Status	2023-24 <i>Race/Ethnicity</i> Asian: 26% Black/African-American: 14% Latinx: 8% Whit: 33% Two or More Races: 9% Other: 6%  <i>Language</i> Arabic: 4% Chinese: 4% English: 58% Spanish: 7% Tagalog: 4% Other: 23%	2024-25 Not Yet Available	2026-27 Equal representation of identified respondent groups (race/ethnicity etc) + or - 5%	N/A



**Thank you for working together to review our progress towards meeting our LCAP goals!**

# LCAP Mid-Year Update Overview

## The Academy of Alameda

February 27, 2025



# Local Control Accountability Plan (LCAP)

## What Is It?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

## Focus Area

How additional funds are being used to benefit higher need student groups (*Low Income, English Learner, and Foster Youth*)

# Our LCAP Has Three Goals

Goal 1: Academic Instruction, Curriculum, and Enrichment

Goal 2: Social Emotional/Sense of Belonging and Engagement

Goal 3: Communication and Engagement with Parents/Families

## Budget Overview for Parents

Budget Item	2024-25 Budget	Budget Forecast 2024-25 (as of 10/31/24)	Difference
Total LCFF funds	\$7,249,707	\$7,098,375	-\$151,332
LCFF supplemental and concentration grants	\$771,343	\$755,310	-\$16,033
All other state funds	\$1,675,746	\$1,715,307	\$39,561
All local funds	\$970,353	\$874,732	-\$95,621
All federal funds	\$265,100	\$251,387	-\$13,713
Total projected revenue	\$10,160,906	\$9,939,801	-\$221,105
Total budgeted general fund expenditures	\$10,884,197	\$10,728,538	-\$155,659



# Goal 1

## Effective Instruction, Challenging Curriculum, and Enrichment Opportunities:

### Academic Budget: Spent as of 10/31/24

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
1.1	Highly Qualified Staff	Partially Implemented	\$5,652,080	\$1,747,386
1.2	Multi-Tiered Systems of Support	Partially Implemented	\$770,991	\$154,071
1.3	Instructional Materials, Supplies, and Technology	Partially Implemented	\$277,747	\$76,336
1.4	Professional Education	Partially Implemented	\$73,775	\$1,000
1.5	English Language Development	Partially Implemented	\$0	\$0
1.6	Special Education	Partially Implemented	\$639,512	\$339,104
1.7	After School, Summer, & Extended Year Programs	Partially Implemented	\$523,220	\$172,679



# Academic Overview

- Tier 1 - Highly qualified teachers providing instruction
- 6 - 8 utilizing tutorial for Peer Teach to provide math support and building out additional peer tutoring for other content areas
- K - 5 - Literacy Aides in the elementary school program who will support students with researched based phonics instruction within classrooms and small groups
- Research based instruction: 6 - 8 - Open-Up Resources, Peer Teach, and Zearn Math curriculum, Language Live!, novels for literature circles and units of study in ELA and Social Studies and for TK - 5 - SIPPS, Making Meaning and Being a Writer (K-1), Wit and Wisdom (2-5), Eureka Squared (TK-5), Zearn (add Mystery Science), Beast Academy (Math enrichment), CKLA TK ELA (TK-5)

# Academic Overview

- Continuing to develop ways to best serve our EL students through tutorials, small groups, SIPPS, and Summit K12. Building community and partnership with families through ELAC.
- Ongoing professional development for staff (No Nonsense Nurturer, Ruler, Building 21, SELPA, Learning Communities)
- Special Education - full inclusion, Small groups, 1-1 push in, pull out supports; aides support students IEP, extended school year.
- Revamped after school programming and summer program (Summer 2025)



## Goal 2

### Empower Students and Eliminate Barriers:

### Social Emotional Budget: Spent as of 10/31/24

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
2.1	Mental Health	Fully Implemented	\$410,717	\$77,967
2.2	Social Emotional Learning	Partially Implemented	\$67,322	\$34,180
2.3	Student Culture Activities, Athletics, and Events	Partially Implemented	\$107,245	\$36,401
2.4	Attendance Support	Partially Implemented	\$64,400	\$653
2.5	Restorative Justice	Partially Implemented	\$296,741	\$48,367
2.6	Operations and Facilities	Partially Implemented	\$1,553,480	\$405,175

# Social Emotional Overview

- Ongoing Restorative Justice programming, 2 Deans of Students and 1 Restorative Justice Coordinator
- ES - Ruler/MS - Advisory
- Student Led Conferences/Family Conferences
- Partnership with ABW, 1 ES Counselor, 1 MS Counselor, ERMHS Counselor, Mental Health Clinician
- After School & Lunch Clubs, AEF sports (Volleyball, Basketball, Track)
- Gold Medal Attendance
- Additional School Services (Amazon, computer techs, copiers, etc)



# Goal 3

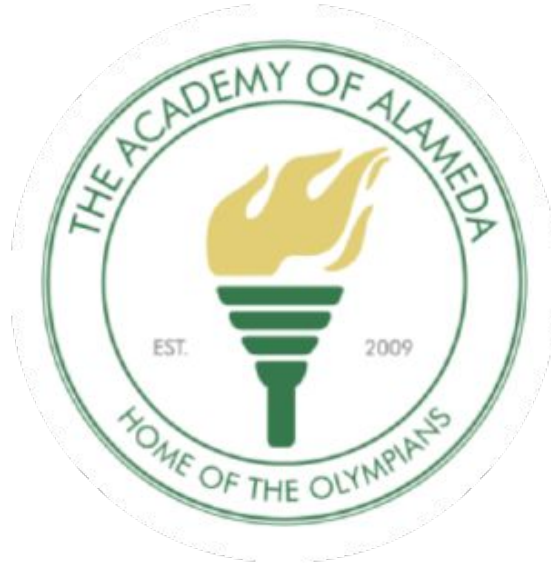
## Two-Way Communication and Effective Family Engagement:

Family Communication and Engagement Budget:  
Spent as of 10/31/24

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
3.1	Parent/Family Communication	Fully Implemented	\$253,086	\$61,903
3.2	Family Engagement Events and Committees	Partially Implemented	\$193,861	\$38,210

# Family Communication and Engagement Overview

- Communicating to staff through ParentSquare (primarily, also translates into preferred language) and in person
- Marketing Efforts
- Family Events throughout the school year (Fall Festival, Student-led conferences, Festival of Cultures, etc)
- Determining how parents and students feel about the school through annual survey in the areas of culture, fit, safety, etc.
- Upcoming PTSA restart (Monday, March 3, 2025) another way to engage families and middle school students



# Questions?

# Coversheet

## Vote on the Administration of Medication Policy

**Section:** IV. Board Communication  
**Item:** C. Vote on the Administration of Medication Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024 DRAFT Administration of Medication Policy.pdf



Adopted/Ratified: [INSERT]



## **ADMINISTRATION OF MEDICATION POLICY**

The Academy of Alameda (“AoA”) staff is responsible for overseeing the administration of medication to students attending AoA during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

### **Definitions**

- “*Authorized health care provider*” means an individual who is licensed by the State of California to prescribe medication.
- “*Authorizing physician and surgeon*” may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- “*School nurse*” means an individual who is currently a credentialed and licensed registered nurse employed by AoA.
- “*Designated personnel*” or “*volunteer*” means an individual employed by AoA who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the “designated personnel” or “volunteer” must have been designated by AoA and have received the required training as set forth in this policy.
- “*Medication*” includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.

Adopted/Ratified: [INSERT]

- “*Stock albuterol inhaler*” means albuterol medication in the form of a metered-dose inhaler (MDI) that is ordered by a health care provider and is not prescribed for a specific person and also includes, if necessary, a single-use disposable holding chamber.
- “*Respiratory distress*” means the sudden appearance of signs and symptoms of difficulty breathing. Signs and symptoms of respiratory distress may include one or more of the following: complaints of a tight chest or chest pain; wheezing or noisy breathing; persistent coughing; difficulty breathing; appears to be in distress; lips or fingernails turning blue; and shortness of breath.
- “*Epinephrine auto-injector (“Epi-Pen”)*” means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.
- “*Anaphylaxis*” means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.
- “*Opioid antagonist*” means naloxone hydrochloride (“NARCAN”) or another drug approved by the federal Food and Drug Administration (“FDA”) that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- “*Regular school day*” includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

### **Administration of Medication with AoA Assistance**

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated AoA personnel.

In order for a student to be assisted by the school nurse or other designated AoA personnel in administering medication, AoA shall obtain both:

1. A written statement from the student’s authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that AoA assist the student in the matters set forth in the statement of the authorized health care provider.

Adopted/Ratified: [INSERT]

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

### **Self-Administration of Medication (without AoA Assistance)**

Students in grades [INSERT] will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an Epi-Pen and inhaled asthma medication. In order to carry and self-administer this medication, AoA must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an Epi-Pen or inhaled asthma medication, and
2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated AoA personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing AoA and AoA personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

AoA may elect to observe and document the student's ability to safely and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.

### **Staff Training and Emergency Response**

Additional information about staff trainings and AoA's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

#### **A. Response to Anaphylactic Reaction**

Adopted/Ratified: [INSERT]

The school nurse or designated personnel may use an Epi-Pen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. AoA will ensure it has the appropriate type of Epi-Pen on site (i.e., regular or junior) and stored in an accessible location to meet the needs of its students. AoA will ensure staff properly store, maintain, and restock the Epi-Pen within two weeks after use or when expired (Ed Code sec 49414(h)).

AoA will ensure any designated personnel are appropriately trained regarding the storage and emergency use of an Epi-Pen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of Epi-Pens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult Epi-Pen or a Epi-Pen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the Epi-Pens.

AoA will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an Epi-Pen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus.

#### B. Response to Respiratory Distress

AoA may provide emergency stock albuterol inhalers (asthma inhaler), including, if necessary, single-use disposable holding chambers, to school nurses or volunteers to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress.

Training in the administration of emergency stock albuterol inhalers shall be consistent with the most recent guidelines for medication administration issued by the California Department of Education ("CDE"), and shall include all of the following:

1. Techniques for recognizing symptoms of respiratory distress.
2. Standards and procedures for the storage, restocking, and emergency use of stock albuterol inhalers.

Adopted/Ratified: [INSERT]

3. Emergency follow up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training, which AoA shall retain for reference.

AoA shall distribute a notice at least once per school year to all staff that contains the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to administer a stock albuterol inhaler to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress and
2. A description of the training that the volunteer will receive.

The school nurse, or the AoA Executive Director or designee, shall obtain from an authorizing physician and surgeon a prescription for stock albuterol inhalers, and shall be responsible for stocking the stock albuterol inhalers and restocking it if it is used.

The school nurse or volunteer may administer a stock albuterol inhaler to a person exhibiting potentially life-threatening symptoms of respiratory distress at school or a school activity when a physician is not immediately available. If the stock albuterol inhaler is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Stock albuterol inhalers shall be restocked before their expiration date.

The school nurse or volunteer shall initiate emergency medical services or other appropriate medical follow-up in accordance with the training materials retained.

### C. Response to a Diabetic or Hypoglycemic Emergency

AoA provides AoA personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. An AoA employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.
2. Administration of glucagon.

Adopted/Ratified: [INSERT]

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and licensed health care provider.

An AoA employee shall notify the Executive Director if the employee administers glucagon pursuant to this policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of AoA or AoA grounds, during any AoA-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes).

#### D. Response to an Opioid Overdose

AoA provides AoA personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. AoA will ensure staff properly store, maintain, and restock opioid antagonists within two weeks after use or when expired (Ed Code sec 49414.3(h)).

Training shall include all of the following:

1. Techniques for recognizing symptoms of an opioid overdose.
2. Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or AoA administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training.

Adopted/Ratified: [INSERT]

The Executive Director or designee shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

#### E. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, AoA may designate one or more volunteers to receive training to administer the anti-seizure medication. AoA may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if AoA does not have a credentialed nurse or other licensed nurse on site. AoA's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. An AoA employee who does not volunteer or who has not been trained pursuant to this policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, AoA shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. AoA shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if AoA does not have any volunteers, then AoA shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, AoA shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

1. The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
2. Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
3. The circumstances under which the medication may be administered;
4. Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;



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5. A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
6. How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any AoA personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the CDE, and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by AoA. AoA shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by AoA for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, AoA shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
2. A description of the training that the volunteer will receive;
3. The right of an employee to rescind their offer to volunteer; and
4. A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.



Adopted/Ratified: [INSERT]

Upon administration of anti-seizure emergency medication by a volunteer employee, AoA's nurse or designated personnel shall be notified. If AoA does not employ a nurse, AoA's Executive Director or designee shall be notified.

### **Storage and Record Keeping**

1. All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.
2. Designated staff shall keep records of medication administered at AoA. The medication log may include the following:
  - a. Student's name.
  - b. Name of medication the student is required to take.
  - c. Dose of medication.
  - d. Method by which the student is required to take the medication.
  - e. Time the medication is to be taken during the regular school day.
  - f. Date(s) on which the student is required to take the medication.
  - g. Authorized health care provider's name and contact information.
  - h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.
3. Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

# Coversheet

## Vote on the Limitations on Restraint and Seclusion of Students Policy

**Section:** IV. Board Communication  
**Item:** D. Vote on the Limitations on Restraint and Seclusion of Students Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** DRAFT Limitations on Restraint and Seclusion of Students Policy.pdf

Adopted/Ratified: [INSERT]



## LIMITATIONS ON RESTRAINTS AND SECLUSION OF STUDENTS POLICY

The Academy of Alameda (“AoA” or the “Charter School”) staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation.

The Governing Board (“Board”) recognizes that any effort to change the behavior of another individual represents a degree of intrusion into that individual’s life. To justify that intrusion, reasonable assurances must be given that, as a result of the intervention, the individual’s behavior will change in a timely manner and that this change will benefit the individual. Therefore, in accordance with law, all efforts to change behavior must be based on effective techniques and the least intrusive procedure likely to be effective will be used.

### Definitions

- *“Behavioral restraint”* includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student’s mobility and independent functioning rather than to restrict movement.
- *“Mechanical restraint”* means the use of a device or equipment to restrict a student’s freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.
- *“Physical restraint”* means a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. “Physical restraint” does

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not include a physical escort or the use of force by peace officers or security personnel for detention or for public safety purposes.

- “*Physical escort*” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.
- “*Prone restraint*” means the application of a behavioral restraint on a student in a facedown position.
- “*Seclusion*” means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student.

### **Prohibitions**

Charter School staff shall not take any of the following actions:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion.
3. Use a physical restraint technique that obstructs a student’s respiratory airway or impairs a student’s breathing or respiratory capacity, including a technique in which a staff member places pressure on the student’s back or places his/her body weight against the student’s torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student’s face.
5. Place a student in a facedown position with the student’s hands held or restrained behind the student’s back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.
7. Utilize any amount of force that exceeds that which is reasonable and necessary under the circumstances.
8. Administer a drug that is not a standard treatment for a student’s medical or psychiatric condition in order to control the student’s behavior or restrict the student’s freedom of movement.

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9. Utilize any behavioral intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric shock.
10. Utilize any behavioral intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual.
11. Utilize any behavioral intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.
12. Utilize any behavioral intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma.
13. Utilize any behavioral interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention.
14. Utilize any behavioral intervention that precludes adequate supervision of the individual.
15. Utilize any behavioral intervention that deprives the individual of one or more senses.

### **Limited Use of Seclusion or Restraint**

As stated above, Charter School staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the Charter School Executive Director and/or law enforcement as applicable to the situation.

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student but shall not be made through indirect means such as a security camera or closed-circuit television.

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others.

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student.

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The Charter School Executive Director shall ensure that whenever possible Charter School staff who have obtained training and certification from a certified physical restraint training agency shall administer physical restraint on students and the administration of a restraint shall be witnessed by at least one (1) adult who does not participate in the restraint.

Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and Charter School staff shall take steps to seek medical assistance.

Charter School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student. Following the release of a student from a restraint, the Charter School shall implement follow-up procedures. These procedures shall include reviewing the incident with the student and their parent/guardian to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

### **Special Education Reporting Requirements**

For students with exceptional needs, the student's parent/guardian shall be notified within one (1) school day if a restraint or seclusion is used or serious property damage occurs. A behavioral emergency report ("BER") shall immediately be completed and maintained in the student's file.

The BER shall include all of the following:

1. The name and age of the individual with exceptional needs.
2. The setting and location of the incident.
3. The name of the staff or other persons involved.
4. A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
5. Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

All BERs shall immediately be forwarded to, and reviewed by, the Charter School Executive Director.

If a BER is written regarding an individual with exceptional needs who does not have a behavioral intervention plan ("BIP"), the Charter School Executive Director shall, within two (2) days, schedule an individualized education program ("IEP") team meeting to review the BER, to

Adopted/Ratified: [INSERT]

determine the necessity for a functional behavioral assessment (“FBA”), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the FBA, not developing an interim plan, or both, as applicable. If a BER is written regarding an individual with exceptional needs who has a BIP, and the incident involved a previously unseen serious behavior problem, or a previously designed intervention was ineffective, the IEP team will review the BER and determine if the incident constitutes a need to modify the BIP.

In the case of a child whose behavior impedes the child’s learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Restraint administered to a student with a disability pursuant to a FBA, IEP, and BIP, developed in accordance with state and federal law to which the Charter School and the student’s parents or guardians have agreed, shall be deemed to meet the requirements of these procedures.

### **Documentation and Website Posting Requirement**

The Charter School Executive Director or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques.

The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an IEP, and all other students. This report shall be submitted to the California Department of Education (“CDE”) no later than three (3) months after the end of each school year and shall be available as a public record.

The data collected and reported per the above shall be available as a public record and posted annually on the Charter School’s internet website.

### **Monitoring and Training**

Charter School shall continuously monitor the use of restraints and seclusions in an effort to prevent the inappropriate uses of these practices. Charter School shall adhere to the following:

1. Staff who implement BIPs for students with disabilities shall be properly trained, have access to the student’s IEP, be knowledgeable about its contents, and understand the responsibilities for implementation.
2. A Behavioral Intervention Case Manager (“BICM”) or Board Certified Behavior Analyst (“BCBA”) shall train all staff working with a student with an IEP to appropriately implement the student’s BIP and appropriate interventions.
3. Only staff trained in emergency interventions may use them.

Adopted/Ratified: [INSERT]

4. Charter School shall keep a detailed record of the training provided to personnel who may utilize emergency interventions and update the information annually to ensure that personnel qualifications and training comply with Charter School and/or special education local plan area (“SELPA”) policies.
5. Prior to contracting with a nonpublic school (“NPS”) or a residential treatment center (“RTC”) for placement of a student with an IEP, Charter School shall ensure that the NPS or RTC trains staff who will have contact or interaction with students during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school or agency’s student population. If Charter School intends to place a student at a NPS or RTC serving students with significant behavioral needs or who are on behavioral intervention plans, the Charter School will ensure the NPS or RTC has an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral interventions. Charter School shall comply with all other requirements for oversight and monitoring of the NPS or RTC pursuant to AB 1172.
6. If Charter School personnel suspect that improper restraint or seclusion practices have been used, Charter School shall immediately remove the student from the environment and conduct an investigation.

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# Coversheet

## Vote on the Suicide Prevention Policy

**Section:** IV. Board Communication  
**Item:** E. Vote on the Suicide Prevention Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024 DRAFT Suicide Prevention Policy.pdf



### **SUICIDE PREVENTION POLICY**

The Board of Directors of The Academy of Alameda (“The Academy” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with The Academy and community stakeholders, Charter School-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating The Academy’s strategies for suicide prevention and intervention. The Academy must work in conjunction with local government agencies, community based organizations, and other community support to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, The Academy shall appoint an individual (or team) to serve as the suicide prevention point of contact for The Academy. The suicide prevention point of contact for The Academy and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **Suicide Prevention Crisis Team**

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, The Academy of Alameda created an in-house Suicide Prevention Crisis Team (“SPCT”) consisting of administrators, mental health professionals, relevant staff, parents, and middle school students.

The Academy of Alameda designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist
2. Principal

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

#### **A. STAFF DEVELOPMENT**

The Academy of Alameda, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training shall include the following:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with Vector Solutions to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.
- Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- Charter School shall ensure that training is available for new hires during the school year.

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - Charter School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines;)
  - The factors associated with suicide (risk factors, warning signs, protective

- factors;)
- o How to identify youth who may be at risk of suicide;
  - o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on The Academy of Alameda guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on The Academy of Alameda guidelines;
  - o The Academy of Alameda approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - o The Academy of Alameda approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention;)
  - o Responding after a suicide occurs (suicide postvention;)
  - o Resources regarding youth suicide prevention;
  - o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - o Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### **Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment)**

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-School approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on school guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on school guidelines and protocols.
- Best practices on follow up with parents/caregivers.

- Best practices on re-entry.

### **Virtual Screenings for Suicide Risk**

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

### **B. EMPLOYEE QUALIFICATIONS AND SCOPE OF SERVICES**

Employees of The Academy of Alameda must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **C. PARENTS, GUARDIANS, AND CAREGIVERS PARTICIPATION AND EDUCATION**

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Suicide Prevention Policy shall be easily accessible and prominently displayed on The Academy of Alameda website and included in the Family Handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis

- resources.
- Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School’s website with treatment referral options marked accordingly.
  - Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    - Charter School’s referral processes and how they or their children can reach out for help, etc.

Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act (“FERPA”) generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA’s health or safety emergency provision permits the disclosure of personally identifiable information from a student’s education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

#### **D. STUDENT PARTICIPATION AND EDUCATION**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, The Academy of Alameda along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with The Academy and is characterized by caring staff and harmonious interrelationships among students.

The Academy of Alameda’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

The Academy of Alameda’s instructional and/or social emotional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School’s instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of their credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning

- signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding The Academy's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

The Academy of Alameda will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings, which is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.**

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

#### **E. INTERVENTION AND EMERGENCY PROCEDURES**

The Academy of Alameda designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- School Psychologists
- School Principal



- Middle School Counselor
- ERMHS Provider

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Principal or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at The Academy of Alameda or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit. When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - Securing immediate medical treatment if a suicide attempt has occurred;
  - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a

student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**

4. After a referral is made, The Academy of Alameda shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, The Academy of Alameda may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at The Academy of Alameda.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on The Academy of Alameda campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in The Academy of Alameda's safety plan. After consultation with the Charter School Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Charter School Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. The Academy of Alameda staff may receive assistance from The Academy counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off The Academy of Alameda campus and unrelated to school activities, the School Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like The Academy of Alameda to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student.)

appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parental/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

**F. SUPPORTING STUDENTS DURING OR AFTER A MENTAL HEALTH CRISIS**

Students shall be encouraged through the education program and in the Charter School activities to notify a teacher, the Charter School Principal, another Charter School administrator, psychologist, counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. The Academy staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and the student's parent/guardian, about additional resources to support the student.

**G. RESPONDING AFTER A SUICIDE DEATH (POSTVENTION)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Academy of Alameda shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Principal to conduct an initial meeting of the Suicide Prevention Crisis Team to:
  - Confirm death and cause;
  - Identify a staff member to contact the deceased's family (within 24 hours;)
  - Enact the Suicide Postvention Response;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration;)
  - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior; and refer them to a school-based mental health professional.
  - Identify students affected by suicide death but not at risk of imitative behavior;
  - Communicate with the larger school community about the suicide death; Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
  - Consider funeral arrangements for family and school community;
  - Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.
  - Identify media spokesperson if needed.
- Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e., identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
<p><b>“Died by suicide”</b>                      or  <b>“Took their own life”</b></p>	<p><b>“Committed suicide”</b>                      Note: Use of the word “commit” can imply crime/sin</p>
<p><b>“Attempted suicide”</b></p>	<p><b>“Successful” or “unsuccessful”</b>                      Note: There is no success, or lack of success, when dealing with suicide</p>

- Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
  - b. Support siblings, close friends, teachers, and/or students of the deceased.
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

**Student Identification Cards**

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - o Call or Text “988”
  - o Call 1-800-273-8255

- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline:
  - Crisis support services of alameda county: 1-800-309-2131

### **Professional Boundaries: Staff/Student Interaction Policy**

AoA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student,

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
  - a. Stopping a student from fighting with another student;
  - b. Preventing a pupil from committing an act of vandalism;
  - c. Defending yourself from physical injury or assault by a student;
  - d. Forcing a pupil to give up a weapon or dangerous object;
  - e. Requiring an athletic team to participate in appropriate strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
  - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
  
- B. Examples of PROHIBITED actions (corporal punishment)
  - a. Hitting, shoving, pushing, or physically restraining a student as a means of control;
  - b. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
  - c. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain;

- d. Taping or use of any other physical force as retaliation or correction for inappropriate behavior.

### **Staff-Student Interactions**

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that they not be touched, then that request must be honored without question.

### **Boundaries Defined**

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

### **Acceptable and Unacceptable Behaviors**

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member’s obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

Some activities may seem innocent from a staff member’s point-of-view but could be perceived as flirtation or sexual insinuation from the perspective of students or parents. There is no single reasonable person standard. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

### **Unacceptable Behaviors**

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior intended to be addressed by this policy.

1. Giving gifts of a personal and intimate nature (including photographs) to a student; or items such as money, food, outings, electronics, etc. without the written pre-approval of the Principal. It is recommended that any such gifts be pre-approved by the Principal
2. Kissing of ANY kind
3. Massage [Note: Permitted in athletics only if provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 Plan.
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one's lap (grades 3 and above)
6. Touching buttocks, thighs, chest or genital area
7. Wrestling with students or other staff member except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in a private situation
11. Intentionally being alone with a student away from school
12. Furnishing alcohol, tobacco products, or drugs - or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
15. Taking or requesting photographs or videos of students for personal use or posting online
16. Either partially or fully undressing in front of a student or asking a student to undress, with the intent to view/expose private body parts
17. Leaving campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making, or participating in, sexually inappropriate comments
20. Sexual jokes, or jokes/comments with sexual overtones or double-entendres
21. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
22. Listening to or telling stories that are sexually oriented
23. Discussing your personal troubles or intimate issues with a student
24. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior
25. Giving students a ride to/from school or school activities without the express, advance written permission of the Principal and the student's parent or legal guardian
26. Being alone in a room with a student at school with the door closed and/or windows blocked from view
27. Allowing students at your home and/or in rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which



must include another educator, parent, or designated school volunteer

28. Staff mirroring the immature behavior of minors  
Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

**This policy does not prevent:** 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed in compliance with the School's Limitations on Restraint and Seclusion Policy. Only such force as necessary to defend oneself, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

### Acceptable Behaviors

1. Pats on the shoulder or back
2. Handshakes
3. "High-fives" and hand slapping
4. Touching face to check temperature, wipe away a tear, remove hair from face, or other similar types of contact
5. Holding hands while walking with small children or children with significant disabilities
6. Assisting with toileting of small or disabled children in view of another staff member
7. Touch required under an IEP or a 504 Plan
8. Reasonable restraint of a violent person to protect self, others, or property
9. Obtaining formal written pre-approval from the Principal to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus
10. Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to School activities or classes (communication should be initiated via transparent [non-private] School-based technology and equipment)
11. Keeping the door wide open when alone with a student
12. Keeping reasonable and appropriate space between you and the student
13. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
14. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
15. Keeping after-class discussions with a student professional and brief
16. Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries
17. Involving your direct supervisor in discussion about boundaries situations that



- have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
18. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
  19. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
  20. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
  21. Prioritizing professional behavior during all moments of student contact
  22. *Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career*

### **Duty to Report Suspected Misconduct**

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of "grooming behavior," they must immediately report the matter to human resources. "Grooming behavior" is an attempt to build an emotional and/or physical connection with a minor to gain their trust for the purpose of sexual abuse. "Suspicion" means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe that a violation of the boundaries policy occurred. Prompt reporting of "unacceptable behaviors" observed in adult interactions with minors is essential to protect students, staff, any witnesses, and the school as a whole. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. When observant staff members call attention to a boundary violation(s), the likelihood of harm is greatly reduced. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### **Consequences**

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to law enforcement and other authorities for potential legal action.

# Coversheet

## Vote on the Suspension and Expulsion Policy

**Section:** IV. Board Communication  
**Item:** F. Vote on the Suspension and Expulsion Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024 DRAFT Suspension and Expulsion Policy.pdf



## **SUSPENSION AND EXPULSION POLICY**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at The Academy of Alameda (“AoA” or “Charter School”). In creating this policy, AoA has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* AoA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

AoA employs restorative justice practices to address disciplinary issues. However, consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School’s administration shall ensure that students and their parents/guardians<sup>1</sup> are notified

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<sup>1</sup> The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice,

in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's or Main Office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student 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 student and the student's parent/guardian and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## **Procedures**

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

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

### **B. Enumerated Offenses**

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involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

1. Discretionary Suspension Offenses. Per Education Code Section 48900, students may be suspended when it is determined the student:
  - 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 student's own prescription products by a student.
  - 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 student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug including 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 student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Per Education Code, “hazing” does not include customary athletic events or school-sanctioned events. However, per this policy, any hazing activity that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm may be included.
- 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 students in any of grades 4 to 8, inclusive, who commit this offense.
- 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 students in any of grades 4 to 8, inclusive, who commit this offense.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably

expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  2. “Electronic Act” means the creation or transmission, originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in

subparagraph (1) above.

- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. 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 student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). 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.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this



type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Per Education Code Section 48915, students must be suspended and recommended for expulsion when it is determined the student:
  - 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal 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: Per Education Code Section 48900, students may be recommended for expulsion when it is determined the student:
  - 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 student's own prescription products by a student.
- 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 student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug including 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 student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this 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 students in any of grades 4 to 8, inclusive.
  - r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
  - s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 8, inclusive.
  - w. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their

ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. “Electronic Act” means the creation or transmission, originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. 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 student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). 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.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - a. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - b. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Non-Discretionary Expellable Offenses: Per Education Code Section 48915, students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
  - 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal 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.
- c. If it is determined by the Administrative Panel and/or Board of Directors that a student 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 student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School 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 Principal or the Principal’s designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student 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 student 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 student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

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

### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, whether in- or out of school, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

### **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 student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student 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 teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

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

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors



following a hearing before it or by the Charter School 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 teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **E. Expulsion Procedures**

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

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

The written notice shall be in the native language of the student and the student’s parent/guardian. It shall inform the student and the student’s parent/guardian notice of the hearing, to be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness



to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of 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.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The 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.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student 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.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

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

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

## **I. 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 student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

## **J. Written Notice to Expel**

The Principal 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 student and student's parent/guardian. This written notice shall be in the native language of the student and/or the student's parent/guardian, shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal 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 student's name; and (b) the specific expellable offense committed by the student.

## **K. Disciplinary Records**

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

### **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

### **M. Expelled Students/Alternative Education**

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

### **N. Rehabilitation Plans**

Students who are expelled from the Charter School 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 student may reapply to the Charter School for readmission.

### **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the students during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

### **P. Notice to Teachers**

The Charter School shall notify teachers of each student 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.

## **Q. Involuntary Removal for Truancy**

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

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

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

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

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student'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**

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 student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, 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 the Charter School, 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:

- a. 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;
- b. 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
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School 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 students 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 the Charter School 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 student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student 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 the Charter School 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 the Charter School 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 Charter School 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

Charter School 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 student conduct.

The Principal or designee may remove a student 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 student's disability in cases where a student:

- a. 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;
- b. 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
- c. 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 student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

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

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the



director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

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