



“Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture.”

GOVERNING BOARD AGENDA- Regular Board Meeting

Meeting of Friday, February 27, 2026 at 4:30PM
5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/83316129016?jst=2>

Mission: Iftin Charter School provides students in grades TK-8 an academically rigorous, common core aligned curriculum, supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS addresses the needs of a diverse group of students, their families and communities by building on the strengths of the students’ cultural heritage and life experiences. ICS students are educated and enlightened to become successful, lifelong learners and valuable members of the global community.

Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 4:30PM

Roll Call

Faisal Ali	President
Rahmo Abdi	Secretary
Mulki Hersi	Treasurer
Dr. Joseph Johnson	Member
Ibrahim Hassan	Member
Rashid Mursal	Member

PUBLIC COMMENT

PUBLIC COMMENT— Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three (3) minutes. Total public input on any one subject may be limited to fifteen (15) minutes, and may be extended at the discretion of the Board Chairperson. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion.

Consent Items

- A) Approve Meeting Minutes 1/9/26 and 1/29/26
- B) Approve Comprehensive School Safety Plan
- C) Approve LCAP Midyear Report
- D) Approve Independent Study Policies
- E) Approve TK Teacher Hiring and Qualification Policy
- F) Approve Professional Boundaries Policy
- G) Approve Immigration Policy
- H) Approve Smart Phone Policy
- I) Approve Harassment, Discrimination, Intimidation and Bullying Prevention Policy
- J) Approve Board Meeting Brown Act Compliance

Discussion Items

- A) CEO Report
- B) Monthly Financial Board Report
- C) 2nd Interim
- D) Comprehensive School Safety Plan
- E) LCAP Midyear Report
- F) Independent Study Policies
- G) TK Teacher Hiring and Qualification Policy
- H) Professional Boundaries Policy
- I) Immigration Policy
- J) Smart Phone Policy
- K) Harassment, Discrimination, Intimidation and Bullying Prevention Policy
- L) Board Meeting Brown Act Compliance

Action Items

- A) Approval of 2nd Interim
- B) Approval of New Bank Account

Closed Session

N/A

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be held on Friday, March 27, 2026 at 5:30PM

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) If you would like to request any attachments or other public documents, contact Abdi Mohamud at: Moahamud@iftincharter.net



GOVERNING BOARD MINUTES – Special Board Meeting

Meeting of Friday, January 9, 2026 at 5:30PM

5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/86103140963?pwd=WFCacqourfH1zx4DZ60TukNh0RED2O.1&jst=2>

“Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture.”

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Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 5:30 AM

Roll Call

Faisal Ali	President
Rahmo Abdi	Secretary
Mulki Hersi	Treasurer
Dr. Joseph Johnson	Member
Ibrahim Hassan	Member
Shuayb Mumin	Member
Rashid Mursal	Member

Board Members Absent: None

Call to Order and Establishment of Quorum

- Faisal Ali called the meeting to order at 5:30 p.m.

APPROVAL OF AGENDA

Motion to approve the January 9, 2026 Special Board Meeting agenda.

Motion: Ibrahim Hassan

Second: Mulki Hersi

Vote:

Ayes: 7

Nays: 0

Abstentions: 0

Motion carried.



GOVERNING BOARD MINUTES – Special Board Meeting

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No public comments were presented.

CONSENT ITEMS

None

Discussion Items

A) CEO Report

The CEO provided an update on school operations, enrollment, staffing, and campus safety matters. Emphasis was placed on facility maintenance needs and continued instructional support initiatives.

B) Gates Access Solutions Quote

The Board reviewed the proposal from Gates Access Solutions for repair of the damaged soccer field fencing. The damage was caused by recent heavy rain and wind conditions. The proposed work includes replacement of broken posts, installation of heavy-duty supports, new concrete footings, reinforcement with tension wires, and reinstallation of fencing materials. Board members discussed safety implications, urgency of repairs, and funding source.

C) Iftin Mentor Stipend Policy

The Board reviewed the proposed Mentor Stipend Policy to support certificated staff and administrators serving as mentors for teachers obtaining or clearing credentials.

Action Items

A. Approval of Gates Access Solutions Quote

Motion to approve the Gates Access Solutions quote for soccer field fence repairs.

Motion: Faisal Ali

Second: Rashid Mursal

Vote: Ayes – Unanimous | Nays – None

Motion Passed

B. Approval of Iftin Mentor Stipend Policy

Motion to approve the Iftin Charter School Mentor Stipend Policy for Teacher Credentialing Support.

Motion: Rahmo Abdi

Second: Ibrahim Hassan

Vote: Ayes – Unanimous | Nays – None

Motion Passed



GOVERNING BOARD MINUTES – Special Board Meeting

Closed Session

None

Report to Open Session

Reportable Action: None.

Advance Planning

The next regularly scheduled Governing Board Meeting will be held on **Friday, January 29, 2026 at 5:30PM.**

Adjournment.

The meeting adjourned at **6:25 PM.**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) Additional questions can be sent to Operations Manager, Abdi Mohamud, at Mohamud@iftincharter.net



GOVERNING BOARD MINUTES – Regular Board Meeting

Meeting of Thursday, January 29, 2026 at 5:30PM

5465 El Cajon Blvd., San Diego, CA 92115 (Library)

Join Zoom Meeting:

<https://iftincharter-net.zoom.us/j/88653687007?pwd=CY5rIDAODyFGR8sniJgQLwovlOfnQ.1&jst=2>

“Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture.”

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Approval of Agenda: Faisal Ali

WELCOME GUESTS / CALL TO ORDER 5:30 AM

Roll Call

Faisal Ali	President
Rahmo Abdi	Secretary
Mulki Hersi	Treasurer
Dr. Joseph Johnson	Member
IbrahimHassan	Member
Shuayb Mumin	Member
Rashid Mursal	Member

Board Members Absent: Dr. Joseph Johnson and Rahmo Abdi

Call to Order and Establishment of Quorum

- Faisal Ali called the meeting to order at 5:35 p.m.

APPROVAL OF AGENDA

Motion to approve the January 29, 2026 Regular Board Meeting agenda.

Motion: Ibrahim Hassan

Second: Rashid Mursal

Vote:

Ayes: 5

Nays: 0

Abstentions: 0

Motion carried.



GOVERNING BOARD MINUTES – Regular Board Meeting

PUBLIC COMMENT

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No public comments were presented.

CONSENT ITEMS

A) Approval of Meeting Minutes – November 21, 2025 and December 12, 2025

Motion: Ibrahim Hassan

Second: Rashid Mursal

Vote:

Ayes – 5

Nays – 0

Abstentions – 0

Motion carried.

Discussion Items

A) CEO Report

The CEO reported that the school reopened smoothly from the winter recess following the January 5 staff professional development day, with students returning January 6 and instruction resuming with established routines. ELPAC assessment preparations are complete, and instructional teams continue using student data to guide targeted supports. Current enrollment stands at 574 students, and an enrollment freeze has been initiated to maintain compliance.

The CEO provided updates on facilities advocacy, including attendance at the SDUSD Board Meeting to request additional classroom space and continued discussions regarding the Jackson Annex as the preferred Prop 39 solution. The annual audit has been finalized with a clean, unmodified opinion and no findings, reflecting strong fiscal oversight. Facilities repairs to the soccer field fencing have been completed. The report also highlighted strong family engagement, ongoing Special Education services aligned with IEPs, successful after-school programming, college and career readiness field trips, and continued leadership development efforts focused on strengthening family and student engagement.

B) Monthly Financial Board Report

The School Business Manager (CSMC) presented financials through December 31, 2025.

Key highlights included:

- YTD Revenues: \$4,508,920.
- YTD Expenses: \$5,441,928.
- Net deficit trending favorably to projections.



GOVERNING BOARD MINUTES – Regular Board Meeting

- Total cash: \$3,247,363.
- Ending fund balance: \$1,753,393.

C) School Accountability Report Card (SARC)

Administration presented the annual School Accountability Report Card (SARC), providing an overview of student demographics, academic performance indicators, staffing, school climate, and facility conditions as required by state law.

The Board discussed the report at a high level, acknowledging it as an important annual transparency and compliance document. Members noted the school's continued focus on academic progress, student support services, and maintaining a safe and effective learning environment.

No additional revisions were requested.

D) Audit Report

The Board reviewed the Independent Auditor's Report for fiscal year ending June 30, 2025.

- Audit opinion: Unmodified (Clean).
- No findings.
- Strong internal controls confirmed.

The Board expressed appreciation for the administration's fiscal oversight.

Action Items

A. Approval of School Accountability Report Card (SARC)

Motion: Shucayb Mumin

Second: Rashid Mursal

Vote: Ayes – Unanimous | Nays – None

Motion Passed

B. Approval of Annual School Audit Report

Motion: Rashid Mursal

Second: Ibrahim Hassan

Vote: Ayes – Unanimous | Nays – None

Motion Passed

C. Board Officer Reorganization

Acceptance of Resignation – Shuayb Mumin

The Board acknowledged and accepted the resignation of Board Member Shuayb Mumin.

Motion: Ibrahim Hassan

Second: Rashid Mursal

Vote:

Ayes – 4

Nays – 0

Abstentions – 1 (Shuayb Mumin)

Motion carried.



GOVERNING BOARD MINUTES – Regular Board Meeting

Closed Session

None

Report to Open Session

Reportable Action: None.

Advance Planning

The next regularly scheduled Governing Board Meeting will be held on **Friday, February 27, 2026 at 5:30PM.**

Adjournment.

The meeting adjourned at **6:53 PM.**

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Financials through Jan 31, 2026

Monthly Financial Board Report

Prepared for: IFTIN Charter School

Prepared by School's CSMC SBM – AJ Wassell



Financial Summary

Actual to Budget:

This report is as of January 31, 2026, compared against our board-approved budget on December 12, 2025. This budget is based on Student Enrollment of 573 and an ADA of 539. Budgeted net-deficit for the year in this report is <~\$124K>.

P1 shows ADA at 561, which could positively impact the budget based on the *note below.

*Note: The Budget will be positively and negatively impacted depending on the schools final ADA number – this won't be officially known until mid/late April 2026. Average value per full ADA is around ~\$15K; so, each ADA shorter than the budgeted amount will negatively affect the budget by around ~\$15K and each ADA greater than the budget amount will be positively affected by the same amount.

YTD Revenues through Jan 31, 2026, are \$5,339,230 or .8% under our current budget due to some funds coming in later than budgeted. This is not a loss in revenue as these funds are expected to be earned come year-end.

**Note: ~\$3.9M of budgeted revenue is based around restricted funds. The school must find expenses and meet compliance requirements to earn these funds. If the school cannot, this will have a negative impact on the budget.

YTD Expenses through Jan 31, 2026, are \$6,323,923 or 4.2% under our current budget due to Educational Consulting expenses coming in a couple months behind budget. This is not necessarily a savings at this time, as these expenses are expected to catch up to the budget and any savings are expected to offset with other services which are currently over budget. For payroll expenses, these are currently over budget. We do expect this to even out come year-end, however it is important payroll expense trends don't become too high. We will continue to monitor these trends till year-end.

Therefore, net deficit is <\$984,693> or 19.3% under our current budget based on the notes above.

Balance Sheet:

As of Jan 31, 2026, we had total cash of \$3,343,213, short-term liabilities of \$2,618,887, and long-term liabilities of \$36,776. The ending fund balance is \$1,701,708.

Actual to Budget Summary

FY 2025-2026, July - January

Account Description	July - Last Closed			2025-2026		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$3,351,564	\$3,351,564	-	\$7,220,447	46.4%	\$3,868,883
Federal Revenue	\$486,685	\$360,179	\$126,507	\$841,965	57.8%	\$355,280
State Revenue	\$1,460,711	\$1,645,703	(\$184,992)	\$3,268,073	44.7%	\$1,807,361
Local Revenue	\$40,270	\$27,215	\$13,054	\$50,650	79.5%	\$10,380
Total Revenue	\$5,339,230	\$5,384,661	(\$45,431)	\$11,381,135	46.9%	\$6,041,905
Benefits	\$1,170,173	\$1,272,632	\$102,459	\$2,271,842	51.5%	\$1,101,669
Classified Salaries	\$2,162,846	\$2,115,991	(\$46,855)	\$3,592,914	60.2%	\$1,430,068
Certificated Salaries	\$1,586,132	\$1,540,545	(\$45,587)	\$2,712,931	58.5%	\$1,126,799
Total Personnel Expenses	\$4,919,151	\$4,929,167	\$10,016	\$8,577,688	57.3%	\$3,658,537
Capital Outlay	-	\$30,900	\$30,900	\$82,400	0.0%	\$82,400
Services	\$730,868	\$840,706	\$109,839	\$1,643,564	44.5%	\$912,696
Books and Supplies	\$673,904	\$803,514	\$129,610	\$1,201,161	56.1%	\$527,257
Total Operational Expenses	\$1,404,772	\$1,675,120	\$270,348	\$2,927,125	48.0%	\$1,522,353
Total Expenses	\$6,323,923	\$6,604,287	\$280,365	\$11,504,813	55.0%	\$5,180,890
Net Income	(\$984,693)	(\$1,219,627)	\$234,934	(\$123,678)	796.2%	\$861,015

Revenue
\$5,339,230

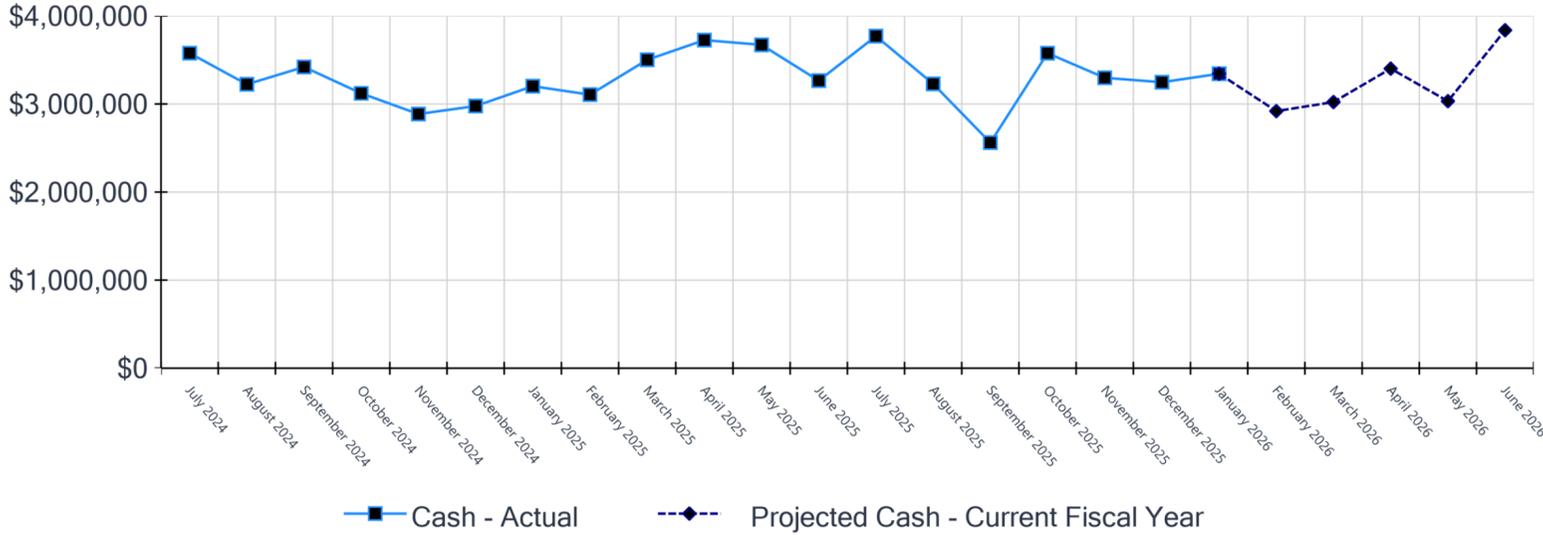
Expenses
\$6,323,923

Surplus / (Deficit)
(\$984,693)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2024	\$3,577,287.21	Actual
August 2024	\$3,223,336.84	Actual
September 2024	\$3,420,458.28	Actual
October 2024	\$3,121,266.26	Actual
November 2024	\$2,885,897.43	Actual
December 2024	\$2,977,072.31	Actual
January 2025	\$3,202,311.28	Actual
February 2025	\$3,106,166.15	Actual
March 2025	\$3,501,982.38	Actual
April 2025	\$3,725,964.99	Actual
May 2025	\$3,671,246.67	Actual
June 2025	\$3,265,090.47	Actual

	Cash Amount	Actual or Projected
July 2025	\$3,770,779.03	Actual
August 2025	\$3,228,139.35	Actual
September 2025	\$2,561,394.54	Actual
October 2025	\$3,577,005.95	Actual
November 2025	\$3,297,498.15	Actual
December 2025	\$3,247,363.33	Actual
January 2026	\$3,343,212.58	Actual
February 2026	\$2,919,237.36	Projected
March 2026	\$3,022,106.60	Projected
April 2026	\$3,401,659.39	Projected
May 2026	\$3,032,095.65	Projected
June 2026	\$3,837,940.60	Projected

Balance Sheet Summary FY 2025-2026 - January

Assets	
Current Assets	
Accounts Receivable	\$139,633
Cash and Cash Equivalents	\$3,343,213
Prepaid Expenses	\$35,142
Total Current Assets	\$3,517,988
Fixed Assets	
Accumulated Depreciation	(\$389,086)
Fixed Assets	\$1,220,643
Total Fixed Assets	\$831,557
Other Assets	
Other Assets	\$7,826
Total Other Assets	\$7,826
Total Assets	\$4,357,371

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$29,365
Accrued Liabilities	\$442,008
Other Short Term Liability	\$2,147,514
Total Short-term Liabilities	\$2,618,887
Long-term Liabilities	
Other Liabilities	\$36,776
Total Long-term Liabilities	\$36,776
Total Liabilities	\$2,655,663
Total Unrestricted Net Assets	\$2,686,401
Total Net Increase/(Decrease) in Net Assets	(\$984,693)
Total Net Assets	\$1,701,708
Total Liabilities and Net Assets	\$4,357,371

Liquidity Ratio

1.3

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

CSMC Charter School Support Team



Kristin Nowak
Executive VP of Strategic
Management
knowak@csmci.com



Aaron Guibord
Executive VP of Operations
aguibord@csmci.com



Josh Eng
VP of School Business Management
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Josh Eng
Regional SBM Director
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Josh Eng
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AJ Wassell
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Peter Balfour
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Jane Folsbee
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HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

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43460 Ridge Park Dr., Ste. 100

Temecula, Ca 92590



CERTIFICATION PAGE

FINANCE REPORTING PERIOD CERTIFICATION PAGE

FIN_Data_Entry_Form_2526_V2.1.MASTER

Certification

Data Entry

Cash Flow

MYP

Dashboard

Print Report

CHARTER SCHOOL CERTIFICATION

(Select school information below)

Charter School Name:	SDCOE Charter School	Funding Type:	Directly funded
CDS #:	37683300000000	Entity Type:	K-12 Schools (Public)
Charter #:	37600	Grades Served:	6-12
Charter Approving Entity:	IFTIN Charter	Virtual Instruction Type:	Not Virtual
County:	San Diego	Reporting Period:	Second Interm
District:	San Diego County Office of Education	School Year:	2025-26

For information regarding this report, please contact:

For County Fiscal Contact:

Roxanna Travers
 Name
 Financial Accounting & Data Support Manager
 Title
 858-295-6700
 Telephone
roxanna.travers@sdcoe.net
 Email address

For Approving Entity:

Kristin Armatis
 Name
 Senior Director, Charter School Services
 Title
 858-295-6665
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 Email address

For Charter School:

AJ Wassell
 Name
 CSMC
 Title
 619-405-3024
 Telephone
awassell@csmpi.com
 Email address

To the entity that approved the charter school:

This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed:

Charter School Official
(Original signature required)

Printed Name: Abdi Mohamud

Date:

Title: Operations Manager

To the County Superintendent of Schools:

This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed:

Authorized Representative of Charter Approving Entity
(Original signature required)

Printed Name: _____

Date:

Title: _____

To the Superintendent of Public Instruction:

This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed:

County Superintendent/Designee
(Original signature required)

Date:

C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		28,780	(152,458)	(123,678)	(431,026)	(553,666)	(984,693)	28,780	(152,458)	(123,678)	-	0.00%	
D. OTHER FINANCING SOURCES / USES													
1. Other Sources	8930-8979												
2. Less: Other Uses	7630-7699												
3. Accounts (must net to zero)	8980-8999	(152,458)	152,458	-	(553,666)	553,666	-	(152,458)	152,458	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		(152,458)	152,458	-	(553,666)	553,666	-	(152,458)	152,458	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C+D4)		(123,678)	(0)	(123,678)	(984,693)	(0)	(984,693)	(123,678)	(0)	(123,678)	-	0.00%	
F. FUND BALANCE / NET POSITION													
1. Beginning Fund Balance/Net Position													
a. As of July 1	9791	2,686,401	-	2,686,401	2,686,401	-	2,686,401	2,686,401	-	2,686,401	-	0.00%	
b. Adjustments/Restatements	9793, 9795												
c. Adjusted Beginning Fund Balance /Net Position		2,686,401	-	2,686,401	2,686,401	-	2,686,401	2,686,401	-	2,686,401	-	0.00%	
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,562,723	(0)	2,562,723	1,701,708	(0)	1,701,708	2,562,723	(0)	2,562,723	-	0.00%	
Components of Ending Fund Balance (Modified Accrual Basis only)													
a. Nonspendable													
1. Revolving Cash (equals Object 9130)	9711												
2. Stores (equals Object 9120)	9712												
3. Prepaid Expenditures (equals Object 9130)	9713												
4. All Others	9719												
b. Restricted	9740												
c. Committed													
1. Stabilization Arrangements	9750												
2. Other Commitments	9760												
d. Assigned	9780												
e. Unassigned/Unappropriated													
1. Reserve for Economic Uncertainties	9789												
2. Unassigned/Unappropriated Amount	9790M												
3. Components of Ending Net Position (Accrual Basis only)													
a. Net Investment in Capital Assets	9796	625,345	-	625,345	831,557	-	831,557	625,345	-	625,345	-	0.00%	
b. Restricted Net Position	9797												
c. Unrestricted Net Position	9790A	1,937,378	-	1,937,378	870,151	-	870,151	1,937,378	-	1,937,378	-	0.00%	
G. ASSETS													
1. Cash													
a. In County Treasury	9110	151,865	1,897,251	2,049,116	849,512	1,986,958	2,836,470	151,865	1,897,251	2,049,116	-	0.00%	
b. Fair Value Adjustment to Cash in County Treasury	9111	984	-	984	984	-	984	984	-	984	-	0.00%	
c. In Banks	9120	1,214,991	-	1,214,991	505,759	-	505,759	1,214,991	-	1,214,991	-	0.00%	
d. In Investing Fund	9130												
e. With Fiscal Agent/Trustee	9135												
f. Collections Awaiting Deposit	9140												
2. Investments													
3. Accounts Receivable													
9200	3,852	-	3,852	19,095	-	19,095	3,852	3,852	-	3,852	-	0.00%	
4. Due from Grantor Governments													
9290	1,273,839	-	1,273,839	120,539	-	120,539	1,273,839	1,273,839	-	1,273,839	-	0.00%	
5. Stores													
9320													
6. Prepaid Expenditures (Expenses)													
9330	54,040	-	54,040	35,142	-	35,142	54,040	54,040	-	54,040	-	0.00%	
7. Other Current Assets													
9340													
8. Lease Receivable													
9380	7,826	-	7,826	7,826	-	7,826	7,826	7,826	-	7,826	-	0.00%	
9. Capital Assets (accrual basis only)													
9400-9489	707,745	-	707,745	831,557	-	831,557	707,745	707,745	-	707,745	-	0.00%	
10. TOTAL ASSETS		3,415,142	1,897,251	5,312,393	2,370,413	1,986,958	4,357,371	3,415,142	1,897,251	5,312,393	-	0.00%	
H. DEFERRED OUTFLOWS OF RESOURCES													
1. Deferred Outflows of Resources													
9490													
2. TOTAL DEFERRED OUTFLOWS													
I. LIABILITIES													
1. Accounts Payable													
9500	551,574	-	551,574	313,288	-	313,288	551,574	551,574	-	551,574	-	0.00%	
2. Due to Grantor Governments													
9590	228,383	-	228,383	158,085	-	158,085	228,383	228,383	-	228,383	-	0.00%	
3. Current Loans													
9640													
4. Unearned Revenue													
9660	72,463	1,897,251	1,897,251	197,331	1,986,958	1,986,958	72,463	1,897,251	1,897,251	72,463	-	0.00%	
5. Long Term Liabilities (accrual basis only)													
9660-9669	72,463	-	72,463	197,331	-	197,331	72,463	72,463	-	72,463	-	0.00%	
6. TOTAL LIABILITIES		852,419	1,897,251	2,749,670	668,704	1,986,958	2,655,663	852,419	1,897,251	2,749,670	-	0.00%	
J. DEFERRED INFLOWS OF RESOURCES													
1. Deferred Inflows of Resources													
9680													
2. TOTAL DEFERRED INFLOWS													
K. FUND BALANCE / NET POSITION													
Ending Fund Balance /Net Position, June 30 (G10 + H2) -		EFB	2,562,723	-	2,562,723	1,701,708	-	1,701,708	2,562,723	-	2,562,723	-	0.00%
<small>(must agree with Line F2)</small>													



CASH FLOW

FIN_Data_Entry_Form_2526_V2.1 MASTER

FINANCE REPORTING PERIOD CASHFLOW & FORECAST

Certification Page

Data Entry

Cash Flow

MYP

Dashboard

Print Report

Reporting Period: **Second Interim**

Min Days Cash on Hand: **81**

Highest Ending Cash: **June**

Amount: \$ 3,837,940.60

Beginning cash on hand: \$ 3,265,090.47

Starting date: Jul 2025

Cash minimum balance alert: \$ - (optional)

Lowest Ending Cash: **September**

Amount: \$ 2,561,394.54

Actual or Projected Month (Select one for each month)	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Accruals	Total
	Jul 2025	Aug 2025	Sep 2025	Oct 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Mar 2026	Apr 2026	May 2026	Jun 2026			
A. Cash on hand (BEGINNING CASH)	9110	\$ 3,265,090.47	\$ 3,770,779.03	\$ 3,228,139.35	\$ 2,561,394.54	\$ 3,577,005.95	\$ 3,297,498.15	\$ 3,247,363.33	\$ 3,343,212.58	\$ 2,919,237.36	\$ 3,022,106.60	\$ 3,401,659.39	\$ 3,032,095.65	\$ 3,837,940.60	

B. RECEIPTS

LCFF Sources: State Aid, EPA	8011-8019	\$ 80,989.00	\$ 80,989.00	\$ 170,243.00	\$ 145,779.00	\$ 145,779.00	\$ 170,243.00	\$ 145,779.00	\$ 198,048.75	\$ 218,376.87	\$ 198,048.75	\$ 198,048.75	\$ 218,376.87	\$ 1,970,701.00	
LCFF Sources: In Lieu Property Taxes	8096	\$ -	\$ -	\$ -	\$ 1,254,117.00	\$ 385,882.00	\$ 385,882.00	\$ 385,882.00	\$ 378,692.98	\$ 826,393.07	\$ 425,717.64	\$ 425,717.64	\$ 425,717.64	\$ 355,744.03	\$ 5,249,746.00
LCFF Sources: Other LCFF/Revenue Limit Transfer	8091, 8097													\$ -	
Federal Revenue	8100-8299	\$ -	\$ -	\$ 57,965.27	\$ 6,560.00	\$ 68,754.87	\$ 206,093.97	\$ 147,311.13	\$ 46,477.16	\$ 46,477.16	\$ 79,784.65	\$ 46,477.16	\$ 136,064.65	\$ 841,966.00	
Other State Revenue	8300-8599	\$ 28,592.00	\$ 29,380.00	\$ 343,721.70	\$ 428,809.00	\$ 32,604.58	\$ 458,961.52	\$ 138,642.50	\$ 51,076.37	\$ 104,245.51	\$ 768,625.11	\$ 51,076.37	\$ 821,794.26	\$ 10,543.33	\$ 3,268,072.25
Other Local Revenue	8600-8799	\$ 558.18	\$ 81.73	\$ 8,377.76	\$ 4,136.51	\$ 5,315.65	\$ 9,103.76	\$ 12,695.92	\$ 3,237.21	\$ 3,237.21	\$ 3,237.21	\$ 334.21	\$ 334.66	\$ 50,650.00	
All Other Financing Sources	8930-8979													\$ -	
Other Receipts/Non-Revenue														\$ -	
Total cash receipts		\$ 110,139.18	\$ 110,450.73	\$ 580,307.73	\$ 1,839,401.51	\$ 638,336.10	\$ 1,230,284.25	\$ 830,310.55	\$ 677,532.46	\$ 1,198,729.82	\$ 1,475,413.36	\$ 721,654.13	\$ 1,602,288.08	\$ 366,287.36	\$ 11,381,135.25

C. DISBURSEMENTS

Certificated Salaries	1000-1999	\$ 85,770.85	\$ 219,642.34	\$ 280,888.36	\$ 250,811.39	\$ 258,024.37	\$ 252,260.32	\$ 238,734.33	\$ 264,684.43	\$ 264,684.43	\$ 264,684.43	\$ 264,684.43	\$ 68,061.59	\$ 2,712,931.25
Classified Salaries	2000-2999	\$ 196,340.26	\$ 306,363.13	\$ 356,844.28	\$ 370,288.63	\$ 293,732.48	\$ 310,356.54	\$ 328,920.69	\$ 305,514.61	\$ 305,514.61	\$ 305,514.61	\$ 305,514.61	\$ 208,009.96	\$ 3,592,914.40
Employee Benefits	3000-3999	\$ 115,861.27	\$ 181,135.57	\$ 184,659.78	\$ 191,448.85	\$ 163,439.82	\$ 133,171.40	\$ 200,456.60	\$ 223,508.80	\$ 223,508.80	\$ 223,508.80	\$ 223,508.80	\$ 207,633.97	\$ 2,271,842.45
Books and Supplies	4000-4999	\$ 62,451.44	\$ 63,438.46	\$ 211,937.41	\$ 174,018.21	\$ 72,475.46	\$ 84,062.71	\$ 5,520.34	\$ 100,817.94	\$ 95,170.84	\$ 95,170.84	\$ 90,528.12	\$ 145,569.94	\$ 1,201,161.30
Services and Operating Expenditures	5000-5999	\$ 109,862.27	\$ 60,517.74	\$ 118,684.36	\$ 74,091.83	\$ 105,900.87	\$ 153,447.39	\$ 108,363.23	\$ 190,501.91	\$ 190,501.91	\$ 190,501.91	\$ 190,501.91	\$ 150,688.07	\$ 1,643,563.40
Capital Outlay / Depreciation Expense	6000-6999	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,480.00	\$ 16,480.00	\$ 16,480.00	\$ 16,480.00	\$ 16,480.00	\$ 82,400.00
Other Outgo	7000-7499													\$ -
All Other Financing Uses	7630-7699													\$ -
Prior and Current Year Liability Accruals & Pre-Paid														\$ -
Total Disbursements		\$ 570,286.09	\$ 831,097.24	\$ 1,153,014.19	\$ 1,060,658.91	\$ 893,573.00	\$ 933,298.36	\$ 881,995.19	\$ 1,101,507.68	\$ 1,095,860.58	\$ 1,095,860.58	\$ 1,091,217.87	\$ 796,443.12	\$ 11,504,812.80

D. OTHER TRANSACTIONS

Accounts Receivable	9200-9399	\$ 1,003,613.52	\$ 50,510.31	\$ 6,092.25	\$ 128,128.46		\$ (16,246.98)	\$ (15,141.39)						\$ 1,156,956.17
Accounts Payable	9500-9630, 9650	\$ (100,880.70)	\$ 102,447.15	\$ 97,637.85	\$ (5,735.85)	\$ (185,523.23)	\$ (79,272.34)	\$ 59,670.92						\$ (111,656.20)
Capital Assets (Accrual Basis Only)	9400-9489	\$ (42,707.28)	\$ (40,370.40)	\$ (20,246.76)	\$ (5,867.91)	\$ 1,375.06	\$ 1,375.33	\$ (17,369.90)						\$ (123,811.86)
Liabilities, including Deferred Revenue	9490, 9640, 9660-9669, 9690	\$ 105,809.93	\$ 65,419.77	\$ (177,521.69)	\$ 120,344.11	\$ 159,877.27	\$ (252,976.72)	\$ 120,374.26						\$ 141,326.93
Total Other Transactions		\$ 965,835.47	\$ 178,006.83	\$ (94,038.35)	\$ 236,868.81	\$ (24,270.90)	\$ (347,120.71)	\$ 147,533.89	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,062,815.04

E. NET INCREASE/DECREASE



MULTI-YEAR PROJECTIONS

FINANCE REPORTING PERIOD (MYP) PROJECTIONS

FIN_Data_Emry_Form_2526_V2.1 MASTER

[Certification](#) [Data Entry](#) [Cash Flow](#) [MYP](#) [Dashboard](#)

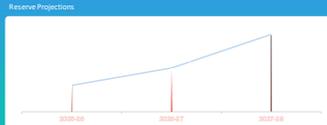
[Print Report](#)

ASSUMPTIONS

Description	FY	Projected	Projected
	2025-26	2026-27	2027-28
Projected Enrollment	573	600	605
Projected ADA	538.62	564	568.7
COA	2.80%	3.00%	3.42%
STPS	18.10%	18.10%	18.10%
PERS	26.81%	26.50%	27.20%
Stop and column			
Other (Enter description here)			
Other			
Other			

Please use the space above to list the key financial assumptions used for the current year and multi-year projections. Use the "Other" fields to capture additional assumptions that may impact the budget, such as one-time revenues, changes in lease agreements, grant expirations, or new staffing positions.

FINANCIAL REPORTING PERIOD KPI'S



FINANCIAL REPORTING PERIOD SUMMARY

Reporting Period	Second Interm	(A) = Accrual	(M) = Modified
Fiscal Year	2025-26		
Total Revenue	11,381,135		
Total Expenditure	11,504,813		
Net Change in Fund Balance	(123,678)		
Unrestricted Ending Fund Balance	2,562,723		
Reserve Ratio	16.84%	(A)	0.00% (M)

Description	Object Code	2025-26			2026-27			2027-28			Total Variance		Explanation for Variances between reporting period totals for (A) and (B) (Required for variances over 10% please note differences between unrestricted and restricted as applicable).	Total Variance		Explanation for Variances between reporting period totals for (B) and (C) (Required for variances over 10% please note differences between unrestricted and restricted as applicable).	
		Unrestricted	Restricted	Total (A)	Unrestricted	Restricted	Total (B)	Unrestricted	Restricted	Total (C)	\$ Difference (A) vs. (B)	% Change (A) vs. (B)		\$ Difference (B) vs. (C)	% Change (B) vs. (C)		
A. REVENUES																	
1. LCF Sources																	
State Aid - Current Year	8011	1,862,977	-	1,862,977	2,187,001	-	2,187,001	2,481,014	-	2,481,014	324,014	17.39%	Increase in Enrollment & ADA	294,013	13.44%		
Education Protection Account State Aid - Current Year	8012	107,724	-	107,724	112,800	-	112,800	113,740	-	113,740	9,076	4.71%		940	0.83%		
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transfers to Charter Schools in Lieu of Property Taxes	8096	5,249,746	-	5,249,746	5,497,116	-	5,497,116	5,542,926	-	5,542,926	247,370	4.71%		45,810	0.83%		
Other LCF Transfers	8093, 8097	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, LCF Sources		7,220,447	-	7,220,447	7,796,917	-	7,796,917	8,137,680	-	8,137,680	576,470	7.98%		340,763	4.37%		
2. Federal Revenues																	
Every Student Succeeds Act	8290	-	214,300	214,300	-	214,300	-	214,300	-	214,300	-	0.00%		1	0.00%		
Special Education - Federal	8181, 8182	-	87,666	87,666	-	87,666	-	87,666	-	87,666	-	0.00%		4,395	4.71%		
Child Nutrition - Federal	8220	-	540,000	540,000	-	540,000	-	540,000	-	540,000	-	0.00%		-	0.00%		
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Federal Revenues		-	841,965	841,965	-	847,561	847,561	-	851,956	851,956	5,996	0.66%		4,395	0.52%		
3. Other State Revenues																	
Special Education - State	StateRevE	-	501,829	501,829	-	524,818	524,818	-	529,883	529,883	22,889	4.58%		5,065	0.97%		
All Other State Revenues	StateRevAD	113,929	2,652,314	2,766,243	119,083	1,673,757	1,792,840	120,485	1,626,967	1,747,452	(973,404)	-35.19%	Decrease in one-time funds	(46,386)	-2.33%		
Total, Other State Revenues		113,929	3,154,144	3,268,073	119,083	2,198,575	2,317,658	120,485	2,156,850	2,277,335	(950,415)	-29.08%		(40,321)	-1.74%		
4. Other Local Revenues																	
All Other Local Revenues	LocalRevAD	50,650	-	50,650	51,663	-	51,663	52,696	-	52,696	1,033	2.00%		1,033	2.00%		
Total, Local Revenues		50,650	-	50,650	51,663	-	51,663	52,696	-	52,696	1,033	2.00%		1,033	2.00%		
5. TOTAL REVENUES		7,385,026	3,996,109	11,381,135	7,967,663	3,046,135	11,013,798	8,310,861	3,008,806	11,319,667	(67,337)	-3.23%		305,869	2.78%		
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	1,866,123	200,000	2,066,123	1,900,743	200,000	2,100,743	1,942,758	200,000	2,142,758	34,620	1.68%		42,015	2.00%		
Certificated Pupil Support Salaries	1200	36,000	80,000	116,000	27,500	80,000	117,500	29,800	80,000	119,800	1,500	1.29%		2,350	2.00%		
Certificated Supervisors' and Administrators' Salaries	1300	397,000	60,000	457,000	404,300	60,000	464,300	413,586	60,000	473,586	7,300	1.62%		9,285	2.00%		
Other Certificated Salaries	1900	73,808	-	73,808	75,114	-	75,114	76,636	-	76,636	1,306	1.77%		1,502	2.00%		
Total, Certificated Salaries		2,372,931	340,000	2,712,931	2,417,657	340,000	2,757,657	2,472,811	340,000	2,812,811	44,726	1.65%		55,154	2.00%		
2. Noncertificated Salaries																	
Noncertificated Instructional Salaries	2100	550,241	750,000	1,300,241	552,346	250,000	802,346	568,393	250,000	818,393	(497,895)	-38.29%	Decrease in staff due to decrease in one-time funds	16,047	2.00%		
Noncertificated Support Salaries	2200	132,361	85,000	217,361	136,688	85,000	221,688	141,122	85,000	226,122	4,327	1.99%		4,434	2.00%		
Noncertificated Supervisors' and Administrators' Salaries	2300	179,400	220,000	399,400	185,400	220,000	405,400	191,508	220,000	411,508	6,000	1.50%		8,108	2.00%		
Clerical, Technical and Office Salaries	2400	62,600	90,000	152,600	64,932	90,000	154,932	68,011	90,000	158,011	2,332	1.53%		3,098	2.00%		
Other Noncertificated Salaries	2900	723,312	800,000	1,523,312	924,638	625,000	1,549,638	985,631	595,000	1,580,631	26,326	1.73%		30,993	2.00%		
Total, Noncertificated Salaries		1,647,914	1,945,000	3,592,914	1,864,005	1,270,000	3,134,005	1,956,645	1,240,000	3,196,645	(458,909)	-12.77%		62,680	2.00%		
3. Employee Benefits																	
STPS	3101-3102	362,600	64,940	427,540	369,825	64,940	434,765	378,520	64,940	443,460	7,225	1.69%		8,695	2.00%		
PERS	3201-3202	530,925	521,455	1,052,379	591,970	341,630	933,600	607,552	344,720	952,272	(118,779)	-11.29%	Due to decrease in classified staff	18,672	2.00%		
Health/Medicare/Alternative	3401-3402	189,803	153,723	343,526	207,499	102,085	309,584	215,986	99,790	315,776	(43,000)	-8.50%		6,150	2.00%		
Health and Welfare Benefits	3401-3402	185,117	110,883	296,000	226,828	85,292	312,120	234,659	83,703	318,362	6,120	2.00%		6,242	2.00%		
Unemployment Insurance	3501-3502	24,449	19,577	44,026	39,262	14,764	54,026	40,618	14,489	55,107	(0)	0.00%		1,081	2.00%		
Workers' Compensation Insurance	3601-3602	56,292	31,990	88,282	59,943	22,540	82,483	62,033	22,120	84,133	(5,799)	-6.57%		1,650	2.00%		
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total, Employee Benefits		1,369,275	902,567	2,271,842	1,495,328	631,251	2,126,579	1,539,349	629,761	2,169,110	(145,264)	-6.39%		42,532	2.00%		
4. Books and Supplies																	
Approved Textbooks and Core Curricula Materials	4100	29,738	-	29,738	30,333	-	30,333	30,939	-	30,939	595	2.00%		607	2.00%		
Books and Other Reference Materials	4200	20,600	-	20,600	21,012	-	21,012	21,432	-	21,432	412	2.00%		420	2.00%		
Materials and Supplies	4300	196,021	45,000	241,021	200,841	45,000	245,841	205,758	45,000	250,758	4,820	2.00%		4,917	2.00%		
Noncapitalized Equipment	4400	173,802	15,000	188,802	177,578	15,000	192,578	181,430	15,000	196,430	3,776	2.00%		3,852	2.00%		
Food	4700	-	721,000	721,000	-	735,420	-	735,420	-	735,420	14,420	2.00%		14,708	2.00%		
Total, Books and Supplies		420,161	791,000	1,211,161	429,764	795,420	1,225,184	439,559	810,128	1,249,688	24,023	2.00%		24,564	2.00%		
5. Services and Other Operating Expenditures																	
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel and Conferences	5200	32,404	5,000	37,404	33,152	5,000	38,152	33,915	5,000	38,915	748	2.00%		763	2.00%		

1. Accounts Payable	9500	551,574	-	551,574	551,574	-	551,574	551,574	551,574	-	0.00%	-	0.00%
2. Due to Grantor Governments	9590	228,383	-	228,383	228,383	-	228,383	228,383	228,383	-	0.00%	-	0.00%
3. Current Loans	9640	-	-	-	-	-	-	-	-	-	-	-	-
4. Unearned Revenue	9650	-	1,897,251	1,897,251	-	1,891,682	1,891,682	-	1,802,257	1,802,257	(5,569)	(89,425)	-4.73%
5. Long-Term Liabilities (accrual basis only)	9660-9669	72,463	-	72,463	72,463	-	72,463	72,463	72,463	72,463	-	-	0.00%
6. TOTAL LIABILITIES		852,419	1,897,251	2,749,670	852,419	1,891,682	2,744,101	852,419	1,802,257	2,654,676	(5,569)	(89,425)	-3.26%
J. DEFERRED INFLOWS OF RESOURCES													
1. Deferred Inflows of Resources	9690	-	-	-	-	-	-	-	-	-	-	-	-
2. TOTAL DEFERRED INFLOWS		-	-	-	-	-	-	-	-	-	-	-	-
K. FUND BALANCE /NET POSITION													
Ending Fund Balance /Net Position, June 30 (G10 + H2) -	EFB	2,562,723	-	2,562,723	2,568,292	-	2,568,292	2,657,718	-	2,657,718	5,569	89,425	3.48%
<small>(must agree with Line F2)</small>													

This financial reporting period dashboard summarizes key financial indicators submitted through the Financial Data Entry form, offering an at-a-glance view of the school's financial health and multi-year projections. It allows charter schools to analyze cash flow trends, monitor enrollment and ADA against targets, and evaluate ending fund balances and reserve levels over time. Schools can also use the optional rows beneath each table to extend projections beyond the current three-year window; simply right-click on any chart and adjust the data range to include additional years. This tool supports transparency, data-driven planning, and meaningful fiscal oversight.

Monthly Cash on Hand	
Month	Cash on hand
July 2025	\$ 3,265,090
August 2025	\$ 3,770,779
September 2025	\$ 3,228,139
October 2025	\$ 2,561,395
November 2025	\$ 3,577,006
December 2025	\$ 3,297,498
January 2026	\$ 3,247,363
February 2026	\$ 3,343,213
March 2026	\$ 2,919,237
April 2026	\$ 3,022,107
May 2026	\$ 3,401,659
June 2026	\$ 3,032,096

Minimum Target		
Month	Not Below Minimum	Below Minimum
Jul	\$ 3,265,090	\$ -
Aug	\$ 3,770,779	\$ -
Sep	\$ 3,228,139	\$ -
Oct	\$ 2,561,395	\$ -
Nov	\$ 3,577,006	\$ -
Dec	\$ 3,297,498	\$ -
Jan	\$ 3,247,363	\$ -
Feb	\$ 3,343,213	\$ -
Mar	\$ 2,919,237	\$ -
Apr	\$ 3,022,107	\$ -
May	\$ 3,401,659	\$ -
Jun	\$ 3,032,096	\$ -

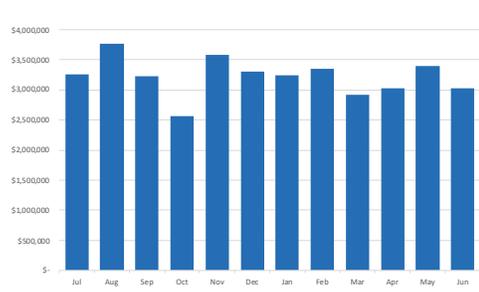
Monthly Cash on Hand vs. Minimum Target

This chart displays the monthly cash on hand alongside a color-coded indicator of whether the school's cash reserves are above or below its self-defined minimum threshold.

Light Blue color markers indicate months below the minimum, the numbers are highlighted in red on the table.

Deep Blue markers show months above the minimum

This visual helps identify patterns of low cash reserves and supports proactive cash management decisions throughout the year.



Number of Days Cash On Hand					
Month	Total Expenditures	Monthly Ending Cash Balance	# Days Cash on Hand	Good	Optimal
July	\$ 11,504,813	\$ 3,770,779	120	30	60
August	\$ 11,504,813	\$ 3,228,139	102	30	60
September	\$ 11,504,813	\$ 2,561,395	81	30	60
October	\$ 11,504,813	\$ 3,577,006	113	30	60
November	\$ 11,504,813	\$ 3,297,498	105	30	60
December	\$ 11,504,813	\$ 3,247,363	103	30	60
January	\$ 11,504,813	\$ 3,343,213	106	30	60
February	\$ 11,504,813	\$ 2,919,237	93	30	60
March	\$ 11,504,813	\$ 3,022,107	96	30	60
April	\$ 11,504,813	\$ 3,401,659	108	30	60
May	\$ 11,504,813	\$ 3,032,096	96	30	60
June	\$ 11,504,813	\$ 3,837,941	122	30	60

Days of Cash on Hand with 30- and 60-Day Target Indicator

This chart visual indicates the number of days of cash on hand for each month, with two benchmark lines:

30 Days (minimum requirement)
60 Days (optimal buffer)

This visual provides a quick assessment of financial solvency. Falling below the 30-day line may signal the need for immediate budget adjustments, while reaching 60 days reflects strong liquidity and fiscal stability.

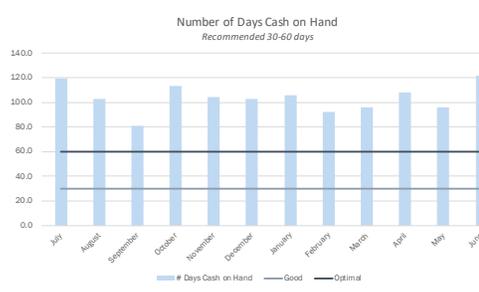


Table Values:

The values shown on the "Monthly Cash on Hand", "Minimum Target" and "Number of Days Cash on Hand" tables are static values on the dashboard table, to make changes to any of the values please go to the "Cash Flow" page to make any corrections or changes to the data.

ADA vs Enrollment			
Fiscal Year	Enrollment	ADA	Attendance Rate
2025-26	573	538.62	94.00%
2026-27	600	564.00	94.00%
2027-28	605	568.70	94.00%

Optional: Add Additional Projection Years

This table includes space for charter schools to extend their projections beyond the current three-year window. Three additional rows are provided beneath each data table for this purpose.

To include these extended years in the visuals:

1. Enter your **additional projection year(s)** and values in the designated empty rows.
2. **Right-click on the chart**, choose "Filter" or "Select Data" (depending on Excel version).
3. Update the data range or check the additional years in the filter options to **refresh the visual with your new projections**.

This feature allows schools to customize their dashboard and forecast further into the

Enrollment vs. ADA with Target ADA Rate

This chart compares enrollment and Average Daily Attendance (ADA) over the current year and two-year projections. It includes a target ADA rate line to benchmark actual attendance performance against goals. Enrollment bars show the number of students expected or enrolled. ADA bars reflect actual attendance rates.

The target line helps assess whether ADA is meeting expected thresholds (e.g., 95%). This visual is key for understanding attendance trends, revenue forecasting accuracy, and the alignment between enrollment assumptions and ADA performance across multiple years.

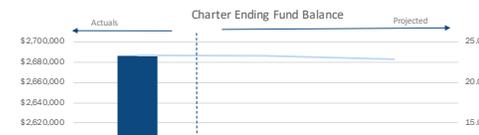


CHARTER ENDING FUND BALANCE				
Fiscal Year	Unappropriated Ending Fund Bal.	Unappropriated Reserve %	Minimum Required Reserve %	Status
2025-26	\$ 2,686,401	23.35%	5%	Actuals
2026-27	\$ 2,562,723	23.28%	5%	Projected
2027-28	\$ 2,568,292	22.87%	5%	Projected

Unrestricted Ending Fund Balance and Reserve Percentage Targets

This chart displays the school's **Unappropriated Ending Fund Balance** over the current year and two-year projections, alongside key reserve benchmarks:

Blue bars represent the total ending fund balance (unrestricted).
Target lines include:



+ Optional: Add Additional Projection Years

This table includes space for charter schools to extend their projections beyond the current three-year window. Three additional rows are provided beneath each data table for this purpose.

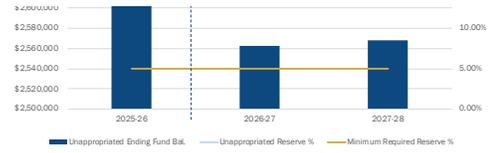
To include these extended years in the visuals:

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2. **Right-click on the chart**, choose **"Filter"** or **"Select Data"** (depending on Excel version).
3. Update the data range or check the additional years in the filter options to **refresh the visual with your new projections**.

This feature allows schools to customize their dashboard and forecast further into the future for internal planning or board presentation purposes.

Unappropriated Reserve %: The school's internal target for fiscal stability
Minimum Required Reserve %: As outlined in the MOU with the authorizer

This visual supports the evaluation of financial health by comparing available reserves to both internal goals and compliance thresholds. It also helps determine whether the school is maintaining adequate financial buffers over time.





COMPREHENSIVE SCHOOL SAFETY PLAN (2025-26)

Maslah Yussuf, CEO

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(619) 265-2411

Yussuf@iftincharter.net

Plan approved by Governing Board, on February 27, 2026

**THIS DOCUMENT IS AVAILABLE FOR PUBLIC INSPECTION DURING REGULAR
BUSINESS HOURS: 7:30AM-4PM**

Mission: Iftin Charter School’s mission is simple: Iftin Charter School (ICS) provides students in grades TK-8 an academically rigorous common core-aligned curricula supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS will address the needs of a diverse group of students, their families and their communities by building on the strengths of the students’ cultural heritage and life experiences. ICS students will be educated and enlightened to become successful, lifelong learners and valuable members of the global community.

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IFTIN CHARTER SCHOOL
COMPREHENSIVE SCHOOL SAFETY PLAN 2025-26

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to develop a school safety plan.

The California Legislature enacted Senate Bill 187 (Chapter 736, Hughes, Comprehensive School Safety Plans). SB 187 makes school districts and county offices of education responsible for the development of “comprehensive school safety plans.

The Comprehensive School Safety Plan will be reviewed and updated every year. In July of every year, the school will report on the status of its school safety plan.

A hardcopy of the Comprehensive School Safety Plan is available for review at the main office. Additionally, the Safety Plan is available on the school website:

SAFE AND ORDERLY SCHOOL ENVIRONMENT

Reference Administrative Procedure 6270

- A. Teachers shall be responsible for classroom discipline, which will ensure a proper learning environment for all students. Every teacher shall hold pupils to a strict account of their conduct on the way to and from school, on the playground, during breaks, and in the classroom.
- B. All pupils shall comply with regulations, pursue the required course of study, and submit to the authority of the teachers of the school
- C. All people on the Iftin Charter campus are expected to adhere to the guidelines of the Iftin Charter School-wide Rules which includes:
 - 1. Attend school daily and be on time.
 - 2. Be courteous and respectful to each other and to Staff Members.

3. Follow directions given by any Staff Member, the first time.
 4. Wear clothing that meets the uniform policy.
 5. Keep the school building, grounds, furniture, materials, textbooks, and equipment in good condition.
 6. Be prepared.
 7. Use appropriate language.
 8. Do your best work.
 9. Obey all classroom, school, and community rules.
- D. It is the Principal's responsibility to maintain good discipline in the school in accordance with the Education Code, California Administrative Code, and district wide regulations and procedures promulgated by the Iftin Principal for measurement of citizenship and development of good discipline. The Principal may delegate those duties necessary for maintenance of good student conduct.
- E. Parents are expected to cooperate with school authorities in maintaining and encouraging proper standards of behavior for their children.
- F. Parents, students, and instructors individually review the school's Zero Tolerance Policy and Network Use Policy when signing contracts every year. Policies will be signed on appropriate forms and placed in the student's cumulative folder each school year.
- G. Iftin Charter has successfully passed semi-annual fire inspections and our local City of San Diego police officer visits the campus on occasion and is always available for consultation.
- H. Iftin Charter adheres to the discipline policy to create a safe school environment.
- I. The Iftin Discipline Policy and Safety Plan is shared with all teachers during staff professional conferences. "Safety and Discipline" Student Assemblies are held at least once a semester to go over the rules and expectations with the students.

- J. The Iftin Discipline Policy and Safety Plan are presented to the school site council (SSC) at the beginning of each school year. In addition, copies are available and the policies are presented/discussed at parent meetings.
- K. The local fire and law enforcement authorities are invited to our “Safety and Discipline” student assemblies and a copy of our policies is submitted to our partners and parents.
- L. Iftin Charter’s Outreach Coordinator will meet with parent groups and community members to raise awareness of our Safe School Plan. The purpose of this meeting is to improve communications, both with the partners in our school community, between on-campus organizations, or groups of students that may include gangs.
- M. Our Committee meets quarterly to review and update the plan.

The Governing Board aims to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements, and in which all staff can work in an atmosphere free from disruption that impedes learning.

The Board recognizes that PBIS programs are based on research that shows the most effective discipline systems use proactive strategies designed to prevent discipline problems. The Board believes there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Our Core Values

Integrity ~ Focus ~ Tolerance ~ Independence ~ Nurturing

Our Personal Standards

Show Respect ~ Make Good Decisions ~ Solve Problems

Iftin will . . . provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior.

AB 962 (Hoover) – Student Smartphone Use During Emergencies

Effective by July 1, 2026

In the event of an emergency or perceived threat or danger, the school may temporarily prohibit or limit student use of smartphones or personal communication devices when such use would interfere with emergency response, safety procedures, or staff instructions.

This prohibition will be implemented only as necessary to maintain order, ensure student and staff safety, and allow emergency personnel and school officials to carry out response protocols. Students will be permitted to use personal devices when directed by school staff or when conditions allow for safe communication.

Parents and guardians will be notified through the school's established communication systems as soon as practicable following the stabilization of the emergency.

Home to School Entrance:

1. Student Arrival Times:

- **Before School Program Students (M-TH):**
 - Should be on campus by 7:00am.
 - After entering, students must walk directly to their classroom.
 - **Students Not Enrolled in Before School Program (M-TH):**
 - Students arriving before 8:00am will be directed to the before school classroom of their grade level.
-

Tardies:

1. Late Students:

- **If arriving after:**
 - 8:30am (M-TH) or 8:15am (Fridays):
 - Be documented [electronically](#) at the office.
 - Receive a warning.

2. Tardy Strikes:

- **1st strike: Warning**
- **2nd and 3rd strike: Office staff will call parents and set up a meeting with the admin team to ensure that kids come to school on time**
- **4th strike: Saturday school**
- **Cycle will be repeated for consequent strikes**

3. Breakfast:

Breakfast will be transferred to the classroom (instead of the cafeteria) and will end at 9am. One student ambassador from each class will take the carts back to the cafeteria.

Campus Monitoring and Staff Stations:

Monitoring Hours (M-TH):

- **7:00am – 9:00am: Staff members will monitor the campus to ensure that students follow all procedures.**
- **Staff will issue tickets according to protocol and record violations [electronically](#).**

Campus Violations:

1. Types of Violations:

- **Running**
 - **Not going to required destination**
 - **Littering**
 - **Bad language**
 - **Misusing school property**
 - **Fighting**
 - **Hitting classroom doors**
 - **Yelling**
-

Procedures for Students Leaving the Classroom (Water Fountain / Bathroom Trips)

1. Teacher Monitoring:

- Teachers must monitor the frequency of students leaving the classroom for water or bathroom breaks. This must be done through a sign-in/sign-out sheet.
- Teachers are responsible for preventing unnecessary trips.

2. One Student at a Time:

- Only **one student (one boy and one girl)** is allowed to leave the classroom at a time.
- The student must have a **pass** to leave.

3. Sending a Second Student:

- If it is necessary to send out a second student, the teacher must:
 - Report the name of the **first student** to the head of supervision (Hussein Nur) via radio or phone.

4. Supervision Team's Role:

- The supervision team will:
 - Document the violation **electronically**.
 - Actively search for the missing student.

5. Violation Consequences:

- If the first student is found to have misused their time out of the classroom:
 - The violation is **reported** to the teacher.
 - The teacher will then discipline the student according to their classroom behavior management plan.

6. Reporting Violations:

- If the first student has misused their time out, the teacher should report this violation **even if no second student was sent out**.
-

Procedures for Sending Students to the Nurse

1. Teacher Assessment:

- Teachers must **assess the situation** of the student requesting to go to the nurse.
- If the teacher deems the trip to the nurse **necessary**, the student must be sent with a **pass**. (Any student coming back from the nurse must also have a pass from the nurse.)

2. Sending a Second Student:

- If a second student needs to be sent out while the first student is at the nurse, the teacher must:
 - **Call the nurse** to get an **update** on the first student's situation.

3. Misuse of Nurse Visit:

- If it is discovered that the first student has **misused** the nurse visit (e.g., not returning to class immediately):
 - The incident will be **documented [electronically](#)** by either the nurse, supervision staff, or the teacher, depending on where the student is found.
 - The teacher will discipline the student accordingly.

4. Monitoring Length of Nurse Visit:

- If the visit is taking a long time, then the nurse must:
 - **Call the teacher** to give an update of the first student's situation.

Recess Procedures

1. Teacher's Responsibilities:

- Teachers must walk students to the designated release space for recess, following the transition procedures.
- Teachers must not bring students to recess before the scheduled time.
- Teachers will supervise students during non-lunch recess.

2. Supervision Staff Responsibilities:

- Supervision staff must follow the campus patrol procedures during recess.
- They may issue tickets according to protocol for positive reinforcement.
- Violations must be recorded [electronically](#).

3. End of Recess:

- When the whistle blows to signal the end of recess:
 - All students must freeze in their place.
 - On the second whistle, students must immediately walk to their designated lineup area.
 - Teachers will be present at the lineup area to escort students back to class. Teachers must ensure that all students are present.

4. Lunch Procedure (if applicable):

- If students are going to lunch after recess, they must still go to their designated lineup area.
- Supervision staff will then escort them to lunch.

Lunch Procedures

1. Teacher's Responsibilities:

- Teachers must walk students to the cafeteria using the transition procedures.
- Teachers must not bring students to lunch before their scheduled time.

2. Supervision Staff Responsibilities:

- Supervision staff must follow the campus patrol procedures during lunch.
- They may issue tickets according to protocol for positive reinforcement.
- Violations must be recorded [electronically](#).

3. End of Lunch:

- When lunch is over, all students must immediately go to their designated lineup area.
- Teachers will be present at the lineup area to escort students back to class. Teachers must ensure that all students are present.

4. Recess Procedure (if applicable):

- If students are going to recess after lunch, they must still go to their designated lineup area.
- Supervision staff will then take them to recess.

Supervision Staff Responsibilities

1. Assigned Positions:

- Supervision staff must remain in their **assigned positions** at all times.

2. Temporary Relief:

- If a staff member needs to leave their position:
 - They must notify the **head of supervision** via **walkie-talkie or phone**.

3. Monitoring Students:

- While stationed in their position, supervision staff must:
 - **Monitor and assess every student** that passes by.
 - Ensure each student has a **pass** and is **walking** (and following all other regulations).
 - Ensure that the student has accomplished the task they left class to do.
 - Instruct the student to **promptly return to class** once they have completed their task.

4. Student Inquiries:

- Supervision staff should stop students periodically and:
 - Inquire about their **situation** and **destination**.

5. Suspicion of Misuse:

- If the staff member suspects a student of **misusing their time**:
 - They must communicate with the **teacher** to confirm the student's activities.
 - If misuse is confirmed, the staff member will:
 - **Document the incident [electronically](#)**.
 - **Instruct the student** to return to their classroom.
 - The teacher will discipline the student accordingly.

Iftin Charter School: Guidelines for Student Transitions

To ensure smooth, safe, and respectful transitions for all students, we have established the following procedures for moving between classes, to and from wheel classes, recess, lunch, and other activities. Adhering to these guidelines promotes a positive learning environment and sets clear expectations for both staff and students.

General Guidelines for Students During Transitions

Walk Quietly:

- Students should maintain silence or use whisper voices while transitioning to minimize disruption to other classes.

Keep Hands to Yourself:

- Hands should remain at your sides or crossed in front. Refrain from touching walls, displays, or other students.

Maintain Personal Space:

- Leave an arm's-length distance between yourself and the student in front and behind you.

Face Forward:

- Always look ahead and follow the direction of your teacher or supervising staff member.

Teacher Responsibilities

Escorting Students:

- Homeroom teachers must escort their students to all wheel classes (e.g., computer lab, PE, or character education).
- Teachers should ensure students follow the general guidelines above while walking in line. This will be done by utilizing the classroom's rewards and consequences system.
- The homeroom teacher will return students to their classroom by escorting them back after the wheel class is over.

Recess, Lunch, and Outdoor Activities:

- Teachers are responsible for escorting their students to recess, lunch, or any outdoor activity. (Except when teachers are at lunch wherein supervision staff will escort students)
- After the activity, teachers must return to pick up their students and escort them back to the classroom.
- Aides may assist but must not take full responsibility for escorting students during transitions.

Administrative Oversight

Campus Supervision:

- At least one administrator must be on the field or in outdoor areas during recess, lunch, or any large group activity.
- Administrators will monitor student behavior and staff compliance with procedures, ensure safety, and assist with transitions if needed.

Wheel Teachers' Responsibilities

- Wheel teachers must meet students at their designated line-up area and lead them into the wheel space in an orderly manner.
- At the end of the class, wheel teachers must line students up and wait for the homeroom teacher to escort them back to their classroom.

Key Expectations for Staff and Students

- **Timeliness:** Ensure transitions occur promptly to maximize instructional time.
- **Consistency:** All staff should model and reinforce these expectations during every transition.
- **Positive Reinforcement:** Encourage and praise students who follow the guidelines consistently to promote good behavior.

By working together and maintaining consistency, we can ensure that transitions at Iftin are orderly, safe, and conducive to a positive learning environment for all.

Dismissal Procedures

1. Classroom:

- Front office doors will be closed 2:45pm-3:20pm.
- **All classes** must display the [dismissal app](#) on their **interactive boards** each day, prior to dismissal time:
 - **M-TH:** 3:20 PM.
 - **Fridays:** 12:15 PM.

2. Student Presence:

- All students must be engaged in DEAR during dismissal time. (At the discretion of TK-1 teachers, DEAR can be supplemented for their students with appropriate and engaging activities).
- **All students** must be in class during dismissal time unless they have been designated as **walkers**.
- **Bus students** are to be dismissed only to the **bus drivers**.
- Parents and older siblings (high school age and up) may pick up their students from the designated pickup area (Main Office Gate).
- All after school students must remain in their classrooms until 3:45. They will then go to their after school classrooms.

Student Release:

- When a student's name appears on the board, the student will be:
 - Released to the **pick-up area**.
- **Lower elementary students** should be **escorted** to the pick-up area.

Escorting Students to Parent's Vehicle:

- Students must be escorted from the pick-up area to their parent's vehicle.

After Dismissal:

- **At 3:45 PM (M-TH) / 12:45 PM (Friday):**
 - **All other students** should be brought to the **library**.

School-Wide Discipline and Rewards Plan

To establish a consistent and fair system of discipline and rewards to support a positive school culture where all students feel safe, valued, and motivated to learn.

Rewards System

To reinforce positive behavior and celebrate students who embody the school core values.

Immediate Rewards:

- **Praise:** Verbal recognition in class or public announcements.
 - Any staff members who see students demonstrating positive behavior should praise students to reinforce the behavior.
- **Tickets:** Awarded for good behavior, which can be collected for prizes.
 - Each teacher can only give 2 tickets per week.
 - Hussein Nur can only give 5 tickets per week.
 - Maslah Yussuf can only give 1 ticket per week.
 - The PBIS store will be located in Building 600 and will be open on Fridays from 11:30-12:00.
 -

Weekly/Monthly/Quarterly Rewards:

- **Student of the Week:** Every Friday, ice-cream or similar
 - Each classroom teacher will choose one student to be the student of the week.
 - The students of the week will meet on Friday at 9am in the library and will be supervised by members of the admin team.
- **Student of the Month:** Every 1st Tuesday of the month, recognition during assemblies based on core values.
 - Each classroom teacher will choose one student to be the student of the month.
 - Lunch with member(s) of administration.
- **Quarterly Awards:** Certificates presented for academic and behavioral excellence.
- **Students of the Quarter:**
 - Each classroom teacher in cooperation with wheel teachers, cafeteria staff, supervision staff, and dean of students will choose one student to be the student of the month.
 - Selection Criteria: attendance, classroom behavior, outside of classroom behavior, and wheel classes

- Students will get big ticket items: 1 Belmont Park ticket, etc.

School-Wide Recognition:

- **Classroom of the month:** Reward the class as a team for meeting goals
 - Selection criteria: Collective attendance, good collective outside behavior, wheel behavior, least amount of individual infractions, and cleanest classroom)
 - Pizza party, extra recess, etc

Parental Involvement

- Communication: Regular updates to parents about both discipline and rewards through phone calls, notes, and conferences.
 - Partnership: Parents are encouraged to celebrate their child's successes and address areas for improvement.
-

Discipline System

To address inappropriate behavior with fairness and consistency, focusing on restorative practices to help students learn from their mistakes.

Schoolwide Expectations :

1. **Show Respect:** Treat others, property, and yourself with kindness and courtesy.
2. **Act with Integrity:** Be honest and responsible in your actions.
3. **Accept Responsibility:** Own your choices and their outcomes.
4. **Solve Problems:** Use strategies to resolve conflicts positively.
5. **Demonstrate Excellence:** Strive to do your best in all areas.

*These expectations are posted in every classroom and throughout the school.

There may be instances in which some students have difficulty following the behavioral standards. In these cases, the following **STEPS** will be followed:

Step 1. The teacher will follow the steps outlined in [Classroom Behavior Management Plan](#) to solve the issue with the student in the classroom. (IEP, 504, and counseling students will see Ms. Fardosa before step 2)

Step 2. Should the above action fail to solve the problem, the school leadership will become involved in the following order:

- Khadar Ibrahim (Dean of Students) (619) 977-7400
 - Ali Hori (619) 251-6322
 - Abdi Mohamud (619) 459-9226
 - Maslah Yussuf (619) 519-0125
- a. Counsel with the student; (Behavior Intervention Plan)
 - b. Notify the parents
 - c. Discipline or suspend the student
 - Community Service
 -

Restorative Practices

Please refer to the Iftin Restorative Practices Guidelines: [Understanding and Implementing Restorative Practice at Iftin Charter School](#)

SUSPENDABLE OFFENSES

- Sexual Harassment
- Fighting/Physical Aggression
- Gang Affiliation
- Homicidal Threats
- Inappropriate Display of Affection
- Property Damage/Vandalism
- Truancy
- Weapon
- Technology Violation (sexual in nature)
- Use/Possession of Drugs and/or Alcohol

ASSESSING THE CURRENT STATUS OF SCHOOL CRIME

Assessment:

Neighborhood crime: Iftin Charter School is located on El Cajon Blvd. in the College Area Business District just east of 54th Street in the old Jackson Elementary School Site. A portion of the campus to the East houses the Home/Hospital Transition Services of SDUSD; immediately South is Mann Middle School Complex; immediately North of ICS is a strip mall and Travel Time Hotel, and; immediately West is 54th Street.

According to the San Diego Crime Mapping report, during the month of December 2025 there were a total of 46 crime incidents occurring within Colina Del Sol Neighborhood half-mile radius of the school. This includes all incidents occurring 24 hrs. per day, 7 days per week.

School safety incidents: During the 2025–2026 school year, there were no student suspensions or expulsions related to school safety incidents.

An ongoing campus safety consideration involves students running on walkways between the lunch arbor and playground during transitions, which presents a potential risk for slips, falls, or collisions. This concern is addressed through staff supervision and reinforcement of safe movement expectations.

Overall, Iftin Charter School maintains a safe learning environment through active supervision, clear behavioral expectations, and ongoing monitoring of both campus and surrounding neighborhood conditions.

Neighborhood safety: The most immediate safety concern of Iftin Charter School is the neighboring hotel and retail area where much of the surrounding crime occurs. Our administration has been vigilant in assessing and heading off potential problems. By building relationships with property managers and owners, we have been able to get their support in helping to keep the neighborhood safe. The hotel management works cooperatively with the school to make sure there are no code violations and they are quick to address any problems or concerns with the residents. Screens have been installed and maintained on all exterior windows facing the school. Iftin Charter School has safety personnel stationed out front during the hour's students arrive and leave the campus. Entry and Exit of the school are limited requiring all persons entering or exiting the school to do so through the school office.

School Safety Goal 1: Reducing arguing and intolerance that leads to fighting and threats: The Iftin Charter School's goal is to eliminate fighting or threats of violence by students by reducing the arguing and intolerance that leads to fighting. Iftin has developed a character education program that focuses on one-character trait per month. These traits include Respect, Tolerance, Responsibility, Honesty, Courage, Perseverance, Confidence, Kindness/Sincerity, and Generosity. This program teaches values and principles to live by that will help students develop good relationships with others and make good social and behavioral choices-even when confronted by difficult situations. Individual teachers are able to tailor the program to address particular issues relevant to the class. Students practice the values and skills learned and receive positive praise and reward for their success. The primary goals of this character education program are to:

- Establish an orderly and safe environment for learning
- Empower students by developing confidence, tolerance and perseverance.
- Instill values and skills that help students think and act in socially responsible ways
- Promote respectful, kind and healthy interactions.

School Safety Goal 2: Iftin Charter School has taken several steps to achieve our goal to eliminate running on walkways between the lunch arbor and playground. The school reinforces the no-running rule in the classroom and morning assembly. Aides walk grades K-3 to the playground in lines. For grades 4-8, aides are stationed along the route to redirect students and enforce the rule. In addition, this item has been added to the behavior rubric.

CHILD ABUSE REPORTING PROCEDURES PURSUANT TO P.C. 1164 AND ADMINISTRATIVE PROCEDURE 6370

A. Reporting Responsibilities: Any “Child care custodian” including teachers, instructional aides, teacher’s assistants, classified employees, administrative officers, supervisors of child welfare and attendance, certified students, personnel employees, day care center administrators, licensed day care workers, physicians, psychologists, dentists, and licensed nurses are required to report suspected child abuse. Staff receives one hour of annual training on reporting procedures at staff meetings at the beginning of each school year. A certified school nurse on yearly basis conducts this training.

Students needing support are able to meet with Iftin’s support staff including Administrators, Teachers, Outreach Coordinator, School Psychologist, school counselor and Dean of students.

B. Telephone Reporting Section 11166 of the Penal Code requires any employee who has knowledge of a child, observed in his/her professional capacity or within the scope of his/her employment, whom he/she knows or reasonably suspects has been the victim of child abuse, to report it to a child protective agency immediately or as soon as practically possible by telephone and to send a written report within 36 hours of receiving the information concerning the incident. Persons observing evidence of suspected child abuse will report the instance by telephone or fax and additionally inform the principal and give a written copy of the report to the principal and school nurse.

CHILD ABUSE REPORTING –CONTACT INFO (858) 560-2191 or (800) 344-6000

For suspected abuse contact:

County Social Services Department's Child Protective Services Child Abuse Hotline:
(858)560-2191 or (800) 344-6000

If you **know** that abuse has occurred, you should call Police directly at: **(619) 531-2000**

IF ABUSE IS IN-PROGRESS CALL: 911

C. Written Reporting: Following the telephoned report, a written report, available in the school office, shall be sent within 36 hours of receiving the information concerning the incident. The following shows how and where the copies are to be routed.

S.D. County Health and Human Services Agency

Child Abuse Hotline

P. O. Box 711341

San Diego, CA 92111

And Child Abuse Team

San Diego Police Department (MS 719)

1401 Broadway

San Diego CA 92101

- a) Faxing the written report.** (Use only on Monday through Friday between 8:00 a.m. and 5:00 p.m.) The "Suspected Child Abuse Report" form (Attachment 1) may be faxed to the S.D. Child Abuse Hotline after it has been reported by telephone. The Hotline cross-references the report with S.D. Police. Fax numbers are provided on the Suspected Child Abuse Report Form and the Suspected Child Abuse Reporting Instructions.

****A copy of the report may be placed in a sealed envelope and kept in a confidential locked file in the principal/site administrator's office. On the envelope, record the name of the person to whom the telephone report was made, and the date and time of the report.***

b) Electronic (web based) report – upon making the telephone report, the Hotline Staff will offer the mandated reporter the opportunity to register for the web-based system. Once this is done, the reporting party receives, via email, an access link to file the follow-up report. If the registered mandated reporter does not use the web-based system for 90 days, the mandated reporter needs to ask the Hotline Screener to “re-activate” the account. The Hotline Screener can also reset the password if necessary.

** A copy of the report may be printed and placed in a sealed envelope and kept in a confidential locked file in the principal/site administrator’s office. On the envelope, record the name of the person to whom the telephone report was made, and the date and time of the report.*

NOTE: REPORTING PERSON SHOULD **NOT** CONTACT THE CHILD’S HOME OR CONDUCT AN INVESTIGATION OF ANY KIND.

Persons observing evidence of suspected child abuse will inform the Principal or Instructional Leader. He/she will, in turn, notify appropriate staff.

CHILD ABUSE REPORTING-TRAINING:

The principal will ensure that an annual Mandated Reporter training is provided for all new staff at the school site.

The Mandated Reporter materials can be presented in person, by a school nurse and/or Health Tech or can be emailed to new staff to complete. In addition, it is also the responsibility of each site principal to determine if the Mandated Reporter training should include all site staff and to make a request to the appropriate staff trainer (site nurse, cluster nurse, counselor, etc.). Records of who has been trained are to be kept in a principal’s file on the school site. Materials are available from the Nursing & Wellness Program Office and may be checked out on a temporary basis by calling 858-627-7597. A PowerPoint and post-test are also available on the principal’s web page.

SB 848 (Perez) – Child Abuse, Sex Offense Protection & Crime Reporting

Effective by July 1, 2026

A. Supervision and Protection from Child Abuse and Sex Offenses

The school maintains specific procedures to supervise students and protect them from child abuse, neglect, and sex offenses. These procedures include, but are not limited to:

- Clearly assigned staff supervision during instructional time, recess, transitions, dismissal, and school-sponsored events
- Annual mandated reporter training for all staff
- Clear reporting protocols for suspected abuse or misconduct
- Restricted campus access and visitor check-in procedures
- Monitoring of isolated or less-visible areas of campus

All allegations or suspicions of abuse or sex offenses will be reported in accordance with state law and school policy.

B. Crime Assessment Expansion

Crime assessments included in this Comprehensive School Safety Plan address all crimes occurring on campus and at school-sponsored events, not solely crimes involving students. This includes incidents involving visitors, staff, or community members, regardless of whether they occur during instructional hours.

C. Principal Notification of Violent Crime

For purposes of notification, violent crime includes sex offenses as defined by law. The principal or designee may notify parents, guardians, and staff of violent crimes or credible threats affecting school safety, consistent with legal requirements.

Such notifications are intended to promote transparency and safety awareness and do not create liability for the school or its employees when issued in good faith and in compliance with applicable law.



**DISASTER EMERGENCY
PLAN
(2025-26)**

5465 El Cajon Blvd. San Diego CA 92115

Updated: 07/22/2025

QUICK GLANCE REFERENCE

SITE NOTIFICATION SYSTEM

FIRE Drill / EVACUATION Notification Method:
10 bell rings alternating with 5 seconds of silence alternating for at least 2 minutes or Fire Alarm.

ALL-CLEAR Notification Method: Whistle blow.

EARTHQUAKE DRILL Notification Method:
1 minute bell followed by 2 short bell rings. 1 minute of “Duck and Cover,” followed by an Evacuation Drill.

ALL-CLEAR Notification Method: Whistle blow.

LOCKDOWN Notification Method:

3 long bell rings.

ALL-CLEAR Notification Method: five short bell rings.

SHELTER-IN-PLACE Notification Method:

2- way radio, runner or telephone message from command post.

ALL-CLEAR Notification Method: five short bell rings.

SITE INCIDENT COMMAND TEAM PERSONNEL—MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
Maslah Yussuf	Site Incident commander (SIC)	Ali Hori
Abdi Mohamud	Operations Chief Safety Officer	Khadar Ibrahim
Amina Dauood	Planning and Intelligence Chief	Hussein Nur
Esther Omogbehin	Logistics Chief	Fakhria Abdul Sattar
Abdi Mohamud	Finance & Administration Chief	Amina Dauood

SUBORDINATE SECTION CAN BE FOUND IN SECTION FOUR

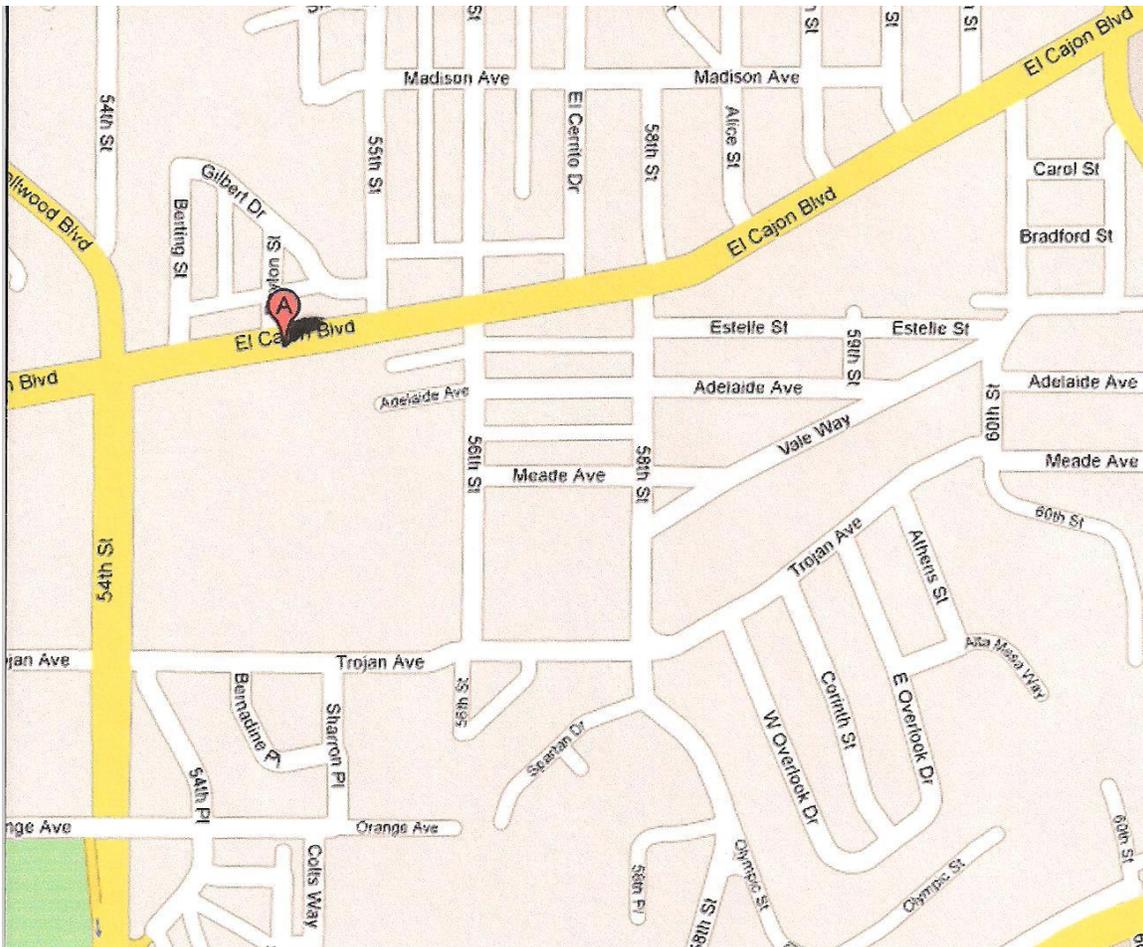
Last Updated on: 07/22/2025

SECTION TWO **Site Information**

Location

Site Name: Iftin Charter School
Site Address: 5465 El Cajon Blvd 92115
Site Phone Number: (619) 265-2411
Thomas Brothers Page: 1270
Thomas Brothers Coordinate: B4

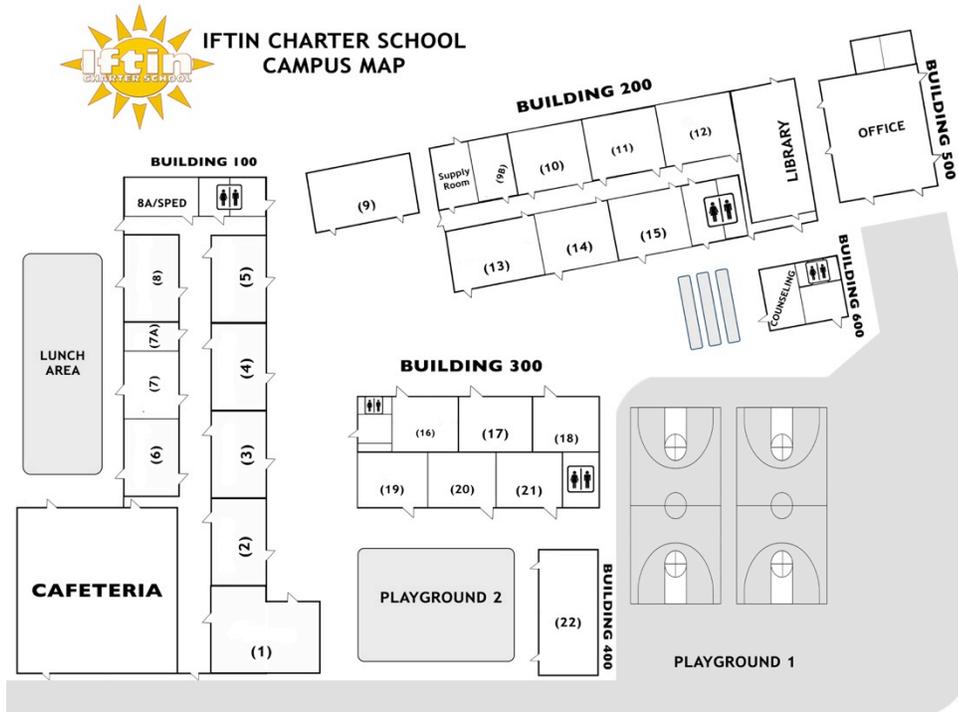
IFTIN charter school is located on El Cajon Blvd in San Diego CA. The site is located directly south (behind) Travel Time Motel across from City Heights Family Center.



SITE AERIAL MAP



Iftin Site Map



In the event of an emergency, a Command Post will be established by the Site Incident Commander. Incident Command Team members will be informed of the location upon activation.

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
San Diego Police	911	619-531-2000
San Diego Fire	911	858-573-1300
San Diego Paramedics	911	858-573-1300
Water Emergency	619-515-3525	
San Diego Gas & Electric	1-800-611-7343	

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
SDUSD School Police Services	619-291-7678	619-725-7000
SDUSD Safety Office		858-672-734 9
SDUSD Emergency Maintenance	858-627-7171	
SDUSD Public Information		619-725-5578

DISASTER EMERGENCY RESOURCE INFORMATION

Emergency Disaster Kit

This site maintains three disaster kits. The kit(s) are located: In the copy production room at the back of the office.

The Emergency Disaster Kit stores necessary resources for the Site Incident command Team. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a police or fire command post. School personnel should use the items contained within the kit to manage their incident command. Further assistance can be found in District Emergency Procedure 16. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – Recommend a minimum of five (SIC & Chiefs)
- Bull Horn – Recommend a minimum of one
- Batteries – Recommend a minimum of two sets of bull horn, flashlights, emergency radios and walkie talkies)
- Flashlights-recommend one per Incident Command Team member (17)
(Search and Rescue Team and Medical Team requirements listed separately in Section 5)
- Walkie Talkies – Recommend a minimum of five (SIC and Chiefs)
- Duct Tape – Recommend a minimum of two rolls used for marking blank vests.
- Rosters – Recommend a minimum of one set per room sorted by alphabet.
- Steno Pads (5X7) – recommend one per Incident Command Team member.
- Pencils and Pens – recommend one each per Incident command Team member (34).
- Copies of Forms – See Section 5 for all forms.
- Chalk – recommend 25 sticks, red in color.
- 3X5 cards – recommend one hundred.
- Department or Classroom Place cards.
- Medical Team Supplies – See Section 5 Form #4.
- Search and Rescue Recommended Supplies—See Section 5 Form #11.
- Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search and Rescue Team and Medical Team requirements listed separately in Section 5).

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site.

The responsibility to transport the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

Primary: Esther Omogbehin, Logistics Chief
Alternate: Karen Hernandez, Logistics Chief (2nd Shift)

Crisis Response Box

This site maintains 2 Crisis Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

The Crisis Response Boxes are located in the Main Office near the administrative assistants desk.. The Crisis Response Boxes are a file folder type box. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a Public Safety Command Post is established). Further assistance can be found in District Administrative Procedures 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Plan which includes site evacuation procedures, street map, aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures, and other site specific emergency information.
- Current map of site or school layout. Map must show ALL buildings, classroom numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and employees assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- **If available, current student photos on Thumb drive or most recent photo annual.**
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Command Post belongs to the following individuals:

Primary: Site Incident Commander, Maslah Yussuf, Chief Executive Officer

Alternate: Planning and Intelligence Chief, Hussein Nur, Parent Liaison

Emergency Quick Reference Guide

This manual often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the District's Emergency Procedures. Each classroom and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All employees should familiarize themselves with the content annually.

SITE EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

Plan Maintenance

The Site Incident Commander (SIC) is responsible for the maintenance of this plan. School Police Services is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the SIC to School Police Services for approval prior to any distribution. All of the District's Plans will be stored on a secure website that will be monitored and maintained by School Police Services.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Site Incident Commander (SIC) will coordinate annual training for all employees on the basic emergency procedures in this plan. All new employees assigned to the site will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS, NIMS, and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Site Incident Command Team will receive additional training specific to their duties every year by the SIC and School Police Services.

The SIC will coordinate annual exercises for all employees as outlined in District Emergency Procedures 16.

SITE INCIDENT COMMAND TEAM OVERVIEW

According to the ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases one individual may be able to fill more than one “position.” (Example: in a small incident the School Principal oftentimes serves as the Site Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed.

Site Incident Command Team Assignments

Key employees are to be pre-assigned to the Site Incident Command Team and have specific duties during emergencies. These duties include:

1. **Site Incident Commander (SIC)** – responsible for overseeing on-site emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Officer duties.
 - **Safety Officer**—ensures that all activities are conducted in as safe a manner as possible.
 - **Public Information Officer**—acts as official spokesperson for the site in an emergency situation, until the District PIO (Communications Officer) is available.
 - **Liaison Officer**—serves as the point-of-contact for agencies outside of the district’s organization.
 - **Operations Chief**—manages direct response to the on-site emergency.
 - **Site Faculty Check and Security**—controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to SIC.
 - **Search & Rescue Leader and Team**—Checks campus for damage, rescues victims, and reports site conditions.
 - **First Aid & Medical Leader and Team**—provides medical response including CISM (Critical Incident Stress Management).
 - **Student/Parent Reunification**
 - **Assembly Area**—ensures the care and safety of all students on campus (except those in the Medical Treatment Area).
 - **Request Gate**—processes requests by parents or authorized adults for release of students.
 - **Release Gate**—assures proper release of students to parents or authorized adults.
2. **Planning & Intelligence Chief**—in charge of collection, evaluation, and documentation of information about the incident.
 - **Documentation**—collects, evaluates, and documents event.
 - **Situation Analysis**—assesses need for additional personnel and resources.
3. **Logistics Chief**—provides facilities, services, personnel, equipment, and materials to support response—includes food and transportation services.

- **Supplies, Facilities, and Staffing**—provides supplies, equipment and staffing support response.
4. **Finance & Administration Chief**—tracks purchases, staff hours, and costs.

The Emergency Roles and Responsibilities Section (Section four) of this plan provides checklists for each of the above assignments. The Site Incident Command Team will report to the Site Incident Commander at the Command Post. Any employee may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) located at the District's Offices' may be activated to support on-site emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with EOC.

It's important that the Site Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

SITE EVACUATION PROCEDURES

Notification

The Site Incident Commander is responsible to notify the site's Incident Command Team when an evacuation is necessary. School Police Services, in coordination with the SIC is responsible for activating the evacuation notification procedures for district level personnel.

The Signal for evacuation is:

Fire alarm—ten short rings alternating with a five second pause for two minutes.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Site Incident Commander is responsible for ensuring that employees and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each classroom and department has developed plans for ensuring that all employees/students receive evacuation notification and are moved to a pre-designated evacuation site. All staff members are trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

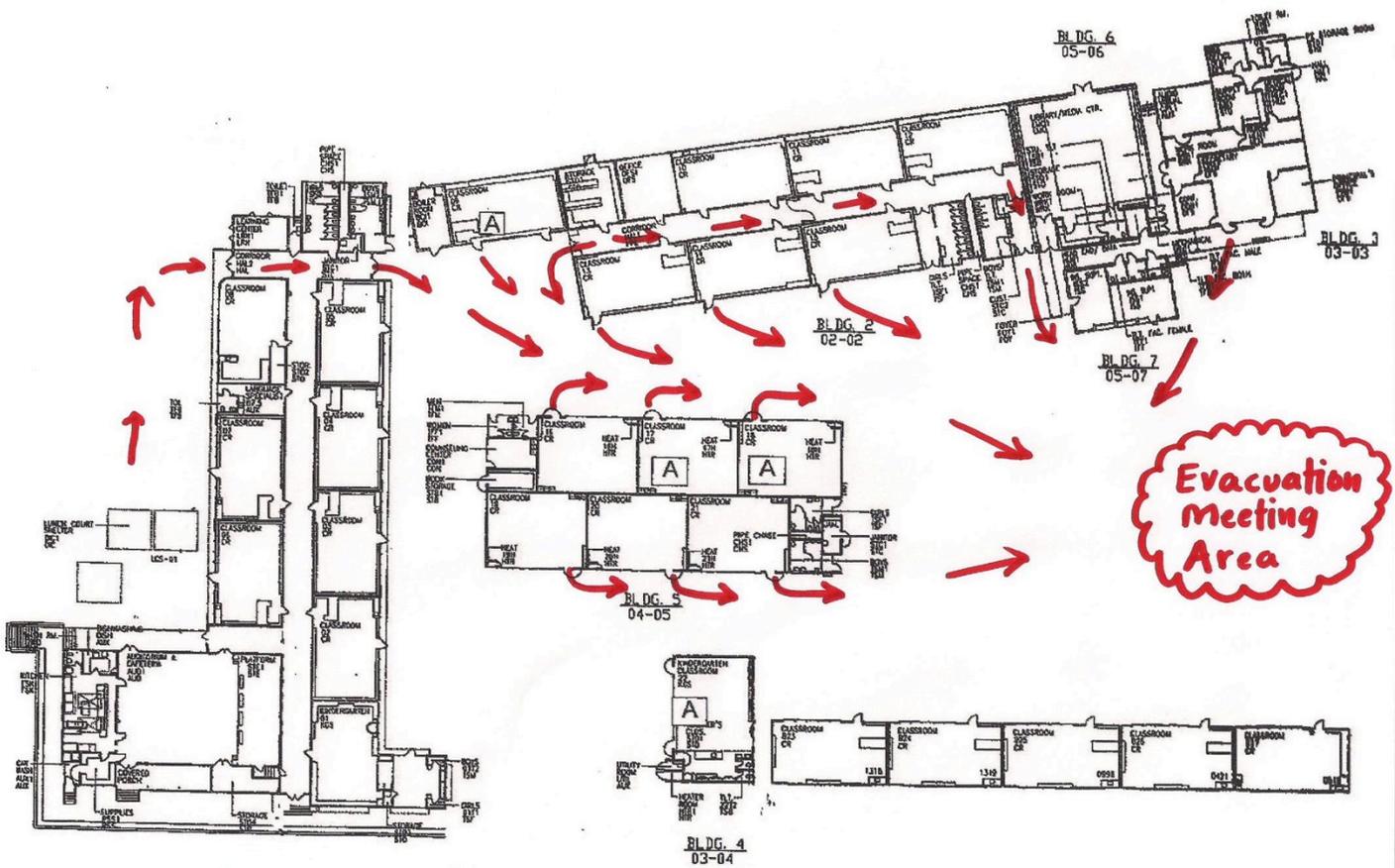
Primary: Site Incident Commander; Maslah Yussuf, Chief Executive Officer

Alternate: Planning and Intelligence: Hussein Nur, Parent Liaison

Evacuation Locations

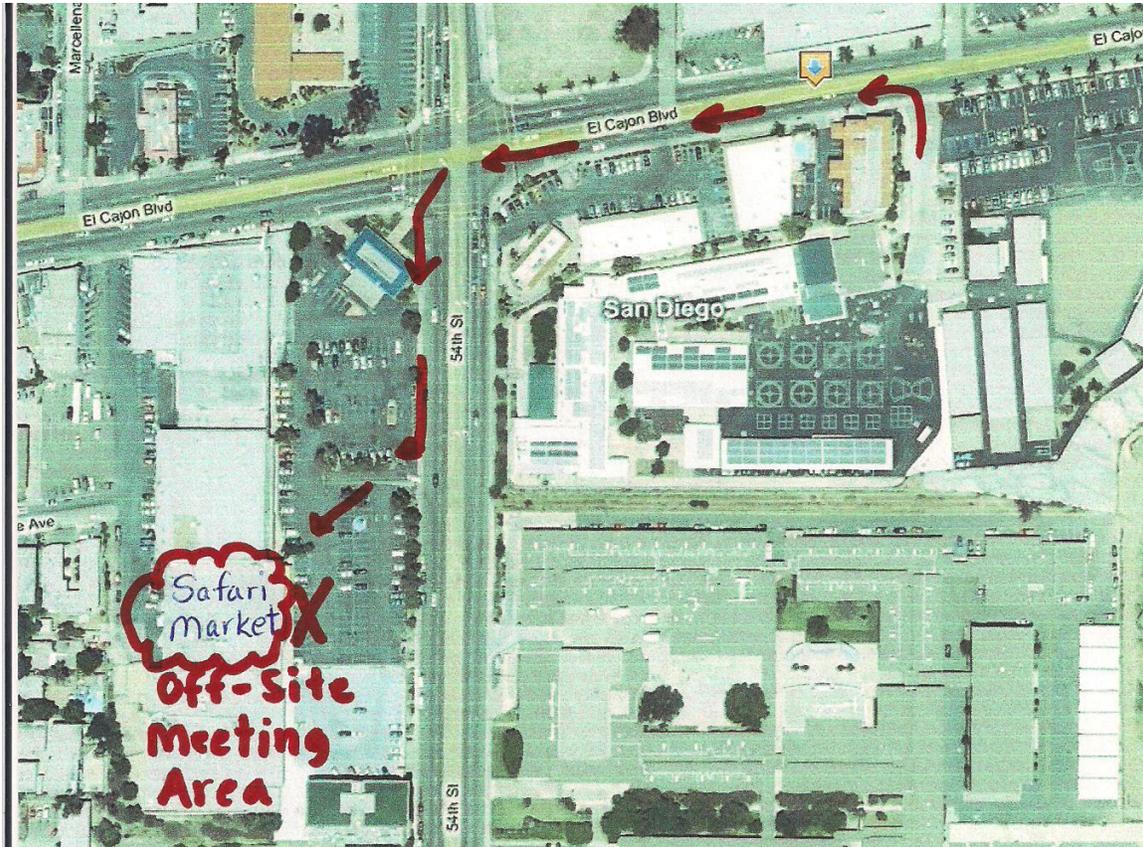
ON-SITE EVACUATION

When an evacuation is ordered, all employees/students will leave the building via assigned areas on the north end of the playground.



OFF-SITE EVACUATION

In the event that the situation requires a further distance be placed between individuals and the facility, the Site Incident Commander will direct individuals to proceed to the parking lot of the **Grocery Outlet (4360 54th Street)** across the street on the SW corner of El Cajon Blvd & 54th St. If a gate key is needed but not readily available, the lock should be cut using the bolt cutters found in the Emergency Disaster Kit.



Persons with Disabilities

In an emergency, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with

disabilities or other employees who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is “Area of Rescue Assistance.” Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff, and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Primary: Site Incident Commander Maslah Yussuf, Chief Executive Officer Alternate: Ali Hori, Director of School Culture and Climate

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return safely to the facility. In the event that employees or students must be released early, the Site Incident Commander must request approval from the Principal. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:
Five short bells.

SITE SHELTER-IN-PLACE PROCEDURE

Shelter-in-Place generally occurs when evacuating the site is more dangerous than taking cover inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information is available in District Emergency procedure 04.

Notification

The Site Incident Commander is responsible to notify the site's Command Team when a Shelter-in-Place is necessary. School Police Services, in coordination with the SIC is responsible for activating the Shelter-in-Place notification procedures for district level personnel.

The signal for Shelter-In-Place is:
Three short bells or personal runner.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Lock all doors and windows leading into the room, including the interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing students to the office by radio, telephone or email. For environmental emergencies, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in shelter-in-place until the "all-clear" signal is sounded.

Return to Facility

The Site incident Commander, in consultation with the Public Safety commander if necessary, will determine when individuals can return to the facility. In the event that employees or students must be released early, the Site Incident Commander must request approval from the Principal. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:
Five short bells.

SITE LOCKDOWN PROCEDURES

A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site.

Notification

The Site Incident Commander is responsible to notify the site's Incident Command Team when a lockdown is necessary. School Police Services, in coordination with the SIC is responsible for activating the lockdown notification procedures for district level personnel.

The signal for lockdown is:

Three Long Bell Rings

If primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows, be quiet. Take attendance, and radio, telephone, or email the information to the office. Monitor your radio, T.V. (low volume) or email for updates. If you hear gunfire or if someone tries to enter your room, have everyone "Duck, Cover, and Hold" under desks. Do not open doors or windows. Remain in lockdown until the "all clear" signal is sounded. Remember to lower the volume on the radios, phone's or place on vibrate as to not alert any intruder.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that employees or students must be released early, the Site Incident Commander must request approval from the Principal. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:

Five short bells.

SITE NOTIFICATION & REUNIFICATION PROCEDURES

Following a lockdown, shelter-in-place, or other emergency action, there may require a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure is developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notifications

In the event the principal or site administrator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify School Police Services. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the district's student database.

Reunification

On-Site reunification will generally occur from the location pre-identified as the o-site evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Designated staff will use school attendance information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this site:

Primary: Site Incident Commander, Maslah Yussuf, Chief Executive Officer

Alternate: Ali Hori, Director of School Culture and Climate

SITE EARTHQUAKE PROCEDURES

Earthquakes often occur without notice and generally have after-shocks, which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this site. Additional information is available in Emergency Procedure 05.

Notification

Give the command to Drop, Cover, and Hold at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your site earthquake evacuation and assembly plan for reunification.

Monitor your school emergency radio for possible updates and instructions from the district's emergency operations center. Use radio channel 10.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise your principal or site administrator of the situation. Contact School Police Services at 619-291-7678.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

SITE FIRE PROCEDURES

Fires often occur without notice and can spread quickly if not addressed. Building evacuations will generally occur following a fire notification due to potential damage of burns and smoke inhalation. The following fire information pertains to this site. Additional information is available in Emergency Procedure 02.

Notification

Notify your principal/site administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and student of the fire location and condition—activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the fire department (“911”) or notify School Police Services by calling 619-291-7678. **If phone service is unavailable, use your emergency radio (channel 10).** School Police will handle notifying the proper emergency and communication personnel.

Render first aid as needed. Be sure to notify School Police Services of injuries.

Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control. (See Emergency Procedure 17).

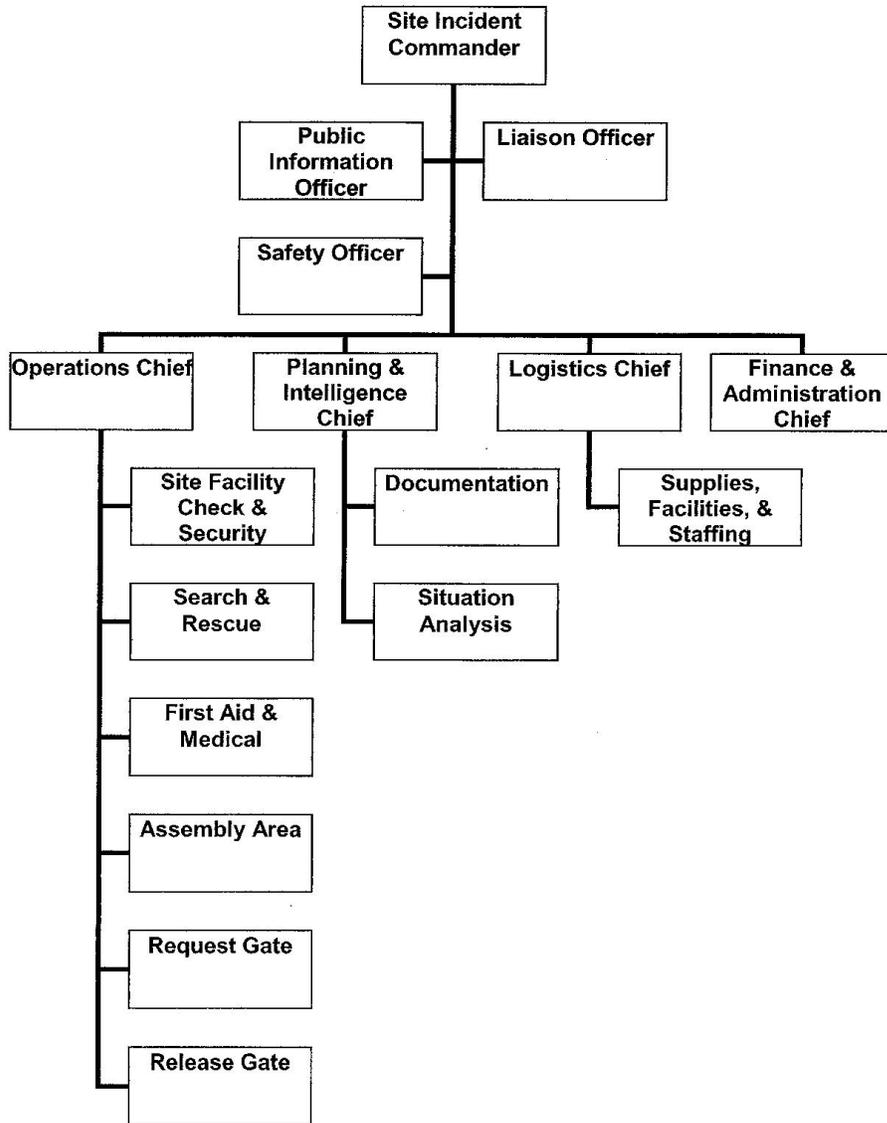
Have some staff standing by the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.

SECTION FOUR

**Disaster Plan Roles
and Responsibilities**

Site Incident Command Team Organizational Chart



Site Incident Command Team

	Job Title	Shift 1 (12 hours)			Shift 2 (12 hours)
1	Site Incident Commander	Maslah Yussuf	1	Site Incident Commander	Ali Hori
2	Public Information Officer Liaison	Esther Omogbehin	2	Public Information Officer Safety Officer Operations Chief	Dean Saidy
3	Safety Officer Operations Chief	Abdi Mohamud	3	Facility Check and Maintenance Site Security Leader	Hamadi Enow
4	Facility Check and Maintenance Site Security Leader	Hamadi Enow (facility) Ali Hassan (security)	4	Search & Rescue Team Leader Medical Team Leader	Abdikarim Isse Aisha Omar
5	Search & Rescue Team Leader	Khadar Ibrahim	5	Evacuation Area Reunification Leader	Khadar Ibrahim Shuayb Mumin
6	Medical Team Leader	Aisha Omar	6	Request Gate Release gate	Ali Hassan
7	Evacuation Area Reunification Leader	Shuayb Mumin	7	Planning Chief/Documentation Situation Analysis Logistics, Supplies Finance	Hussein Nur
8	Request Gate	Bahru Bayisa		TEAMS	
9	Release Gate	Mohamed Farah		SHIFT 1: MEDICAL	SEARCH & RESCUE
10	Planning and Intelligence Chief/Situation Analysis	Amina Dauood		Jaqueline Austin-Singer Fardosa Osman Fawsiya Aden	Sundus Mohamed Lucy Mizell
11	Documentation	Hanan Mohamud		SHIFT 2: MEDICAL	SEARCH & RESCUE
12	Logistics Chief Supplies, Facilities Staffing/Finance Administration	Abdi Mohamud		Bushra Ali Desiree Loncar Miski Jama	Hazem Chrabach

Position Activation Information

Equipment

Every position on the Site Incident Command Team will require the following equipment:

1. Identification Vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklist.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Site Incident Commander at the Command Post for a situation briefing.
3. Check in with your Section Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log (Form #2). Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

- a. Messages received
- b. Actions taken
- c. Decision justification and documentation
- d. Requests filled
- e. Document missing staff

Position Deactivation

1. At the directions of the Site Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the documentation unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command
Position: Site Incident Commander (SIC)

Primary: Maslah Yussuf, Chief Executive Officer
Alternate: Ali Hori, Director of School Culture and Climate

Reports to: Dr. Joseph Johnson, Board President (or designee)

Staffing Characteristics: Site Administrator.

Responsibility:

The Site Incident Commander (SIC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff, and others on campus.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Campus Map
- Master Keys
- Position-specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Site Emergency Plan
- Tables and chairs (if CP is outdoors)
- Job description clipboards
- Bull Horn
- Staff rosters (2 sets)
- District radio
- -Copies of forms

Start-up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Plan and District Emergency Procedures.**
- Develop and communicate an Incident Action Plan (Form #1)
- Activate functions (assign positions) as needed.
- Fill in Form #6 Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate SIC in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to school district on status of staff, campus, as needed. (Site Status Report)
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per district guidelines. By law, during a disaster, the staff will become “disaster worker.”
- Remain on and in charge of your site until redirected or release by the The Principal.

After:

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the The Principal, deactivate the entire emergency response. If the Fire department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery if necessary.

Section: Command
Position: Safety Officer

Primary: Abdi Mohamud, Operations Manager

Alternate: Khadar Ibrahim, Dean of Students

Reports To: Site Incident Commander

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

The Safety Officer ensured that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

-Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Site Incident Commander advised of your status and activity on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer (PIO)

Primary: Esther Omogbehin, CAO

Alternate: Dean Saidy

Reports To: Site Incident Commander: Maslah Yussuf or Ali Hori

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander or the District's Communications Office.

Responsibility:

Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site *as soon as possible*.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If the District PIO (Communications Officer) is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio.
- Marking pens
- Scotch tape/masking tape
- Forms:
 - a. Public Information worksheet (Form #12)
- Scissors
- School Site map(s) and area map(s)
 - a. 8-1/2 X 11 handouts
 - b. Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Site Incident Commander (SIC).
- Identify yourself as the “PIO” (vest, visor, sign, etc.)
- Consult with District PIO (Communications Officer) to coordinate information release.
- Assess situation and obtain statement from SIC. Tape-record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

-Keep up-to-date on the situation.

-Statements must be approved by the SIC and should reflect:

a. Reassurance

b. Incident or disaster cause and time of origin.

c. Size and scope of the incident.

d. Current situation—condition of the school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.

e. Resources in use.

f. Best routes to school if known and appropriate.

g. Any information school wishes to be release to the public.

h. Read statements if possible.

-When answering questions, always be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.

Avoid use of the phrase “no comment.”

-Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.

-Update information periodically with SIC.

-Ensure announcements and other information is translated into other languages as needed.

-Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Hanan Mohamud, Registrar

Alternate: Karen Hernandez, Office Clerk

Reports To: Site Incident Commander: Maslah Yussuf or Ali Hori

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

The liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping SIC informed of agencies action plan.
- Provide periodic update briefings to Agency representatives, as necessary.

Section: Operations

Position: Operations Chief

Primary: Abdi Mohamud, Operations Manager

Alternate: Hussein Nur, Parent Liaison

Reports To: Site Incident Commander: Maslah Yussuf

Staffing Characteristics:

The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility:

The Operations Chief manages the direct response to the disaster, which can include Site Facility Check & Security Unit, Search & Rescue Unit, and Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations staff, pass it on to Situation Analysis and/or the Site Incident Commander.
- Inform the Site Incident commander regarding tasks and priorities.
- Make sure that the Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Site Facility Check & Security

Primary: Hamadi Enow

Alternate: Ali Hassan

Reports to: Operations Chief: Abdi Mohamud, Operations Manager

Staffing Characteristics:

Building Safety Supervisor or others familiar with the site's facilities.

Responsibility:

Controls Utilities, restricts access to unsafe areas and communicates damage to the Site Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up, and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master Keys
- Bucket or duffel bag goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools – gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage by the radio to the Command Post.
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires if necessary.
- Check gas meter, and if gas is leaking, shut down gas supply.
- Shut down electricity only if building has clear structural damage or is advised to do so by Command Post (CP).
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is “locked down” and report same to CP.
- Advise CP of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards or damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Primary: Abdikarim Isse

Alternate: Lucy Mizell, Teacher

Reports to: Operations Chief: Abdi Mohamud, Operations Manager

Staffing Characteristics:

Trained in Search & Rescue

Responsibility:

Checks the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports campus situation to the Operations Chief

Special Equipment:

-Search & Rescue Recommended Supplies (See Form #11 for complete list)

Start-Up Activities:

-You must be wearing sturdy shoes and long sleeves.

-Put batteries in flashlight

-First to arrive assumes role of Team Leader and obtains briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.

-Teams should be assigned based on available manpower, minimum 2 persons per team. The District recommends the following 2-person team. The District recommends following standards for establishing Search & Rescue Teams:

Elementary School and Administrative Facilities with <500 = 2 teams;

Middle Schools and Administrative Facilities with 500-1000 = 4 teams;

Senior High School and Administrative Facilities with >1000=6 teams.

During Event:

Buddy System: Minimum of 2 persons per team.

-Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

Follow all operational and safety procedures.

-Report all gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires, if possible.

-Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.

Do not enter severely damaged buildings.

-If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")

-When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.

-Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information.

-Keep radio communication brief and simple. No codes.

Section: Operations

Position: First Aid & Medical Team Leader

Primary: Aisha Omar (Team: Fardosa Osman, Jackie Austin Singer)

Alternate: (Team: Bushra Ali and Desiree Loncar)

Reports to: Operations Chief: Abdi Mohamud, Hussein Nur

Staffing Characteristics:

Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility:

Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: stretchers, blankets, vests (if available), Quick reference medical guides.
- Tables and chairs
- ground cover/tarps
- Forms: Notice of First Aid Care Given (Form #8)
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic Tarps
 - Plastic trash bags
 - Stapler
 - Duct Tape
 - 2" cloth tape

Start-up Activities:

- The District recommends the following number of medical teams with each team consisting of two members:
 - Elementary School and Administrative Facilities with <500 = 2 teams;
 - Middle School and Administrative Facilities with 500-100 = 4 teams;
 - Senior High School and Administrative Facilities with >1000 = 6 teams.
- Establish scope of disaster with SIC and determine probability of outside emergency medical support and transport needs.
- Request assistance from the District Crisis Response Team for psychological staff and students needs.
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.

- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
 - If directed, set up morgue area. Verify:
 - Tile, concrete or other cool floor surface.
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients.
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - After pronouncement or determination of death:**
 - Do not*** move the body until directed by Command Post (CP)
 - Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times***.
 - As soon as possible, ***notify Operations Chief***, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified-how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body
 - If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach second tag to the outside of the bag. Move body to morgue.

-Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

-Keep Operations Chief informed of overall status.

-Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

-Stay alert for communicable diseases and isolate appropriately.

After:

-Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: Medical Team

Primary: Aisha Omar, Jackie Austin Singer

Alternate: Fawsiya Aden and Miski Jama

Reports to: Medical Team Leader: Faduma Nur or Abdikarim Isse

Staffing Characteristics: Trained in first aid

Responsibility:

Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies (See Section Five)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given (Form #8), Medical Treatment Victim Log (Form #3)

Start-up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student Emergency card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to CP as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.

- Follow categories: Immediate, Delayed, Dead.
- When using a two-way radio, do not use names of injured or dead.-

After

- Clean up first aid area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff.

SB 568 (Niello) – Epinephrine Terminology Update

Effective January 1, 2026

All references to **“epinephrine auto-injectors”** are replaced with **“epinephrine delivery systems.”**

Iftin Charter School may stock and administer approved epinephrine delivery systems in accordance with state law, which may include auto-injectors or other authorized delivery methods as they become available. Trained personnel may administer epinephrine delivery systems to students experiencing anaphylaxis or a suspected severe allergic reaction, consistent with medical protocols and staff training.

Section: Operations

Position: Evacuation/Assembly Area & Reunification

Primary: Khadar Ibrahim
Alternate: Mohamed Farah

Reports to: Operations Chief: Abdi Mohamud, Hussein Nur

Staffing Characteristic: Trained in managing large groups of students-Vice Principal

Responsibility:

Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form (Form #7)
 - Notice of First Aid Care Given (Form #8)

Start-up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the PIO.

Section: Operations

Position: Request Gate

Primary: Ali Hassan, Security

Alternate: Abdinur Jama

Reports to: Operations Chief: Abdi Mohamud

Staffing Characteristics:

School staff or volunteers

Responsibility:

Assure proper processing of reunification request at the Request Gate. Also, process volunteer requests.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes.
- Forms:
 - Student Release Form (Form #5)
 - Volunteer Assignment List (Form #9)

Start-up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlines below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the public information officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), direct them to the Request Gate to register.

Reunification Procedures:

- Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated classroom/

Note: If parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release Form to the teacher.
- Teacher marks box, **"Sent with Runner"**
- If appropriate, teacher sends parent copy of Note of First Aid Care Given Form with the runner.
- Runner walks student(s) to release gate.
- Runner hands paperwork to release personnel at Release Gate.
- Release Gate staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form: 1. **"Absent,"** if student was never in school that day 2. **"First Aid,"** if student is in the Medical Treatment Area 3. **"Missing,"** if student was in school but now cannot be located.
- Runner takes student release form to the command post.
- Command post verifies student location if known and directs runners accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.**
- Parent should be notified of missing student status and escorted to crisis counselor
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, staff member will notify parent.

Section: Operations

Position: Request

Primary: Mohamed Farah
Alternate: Sundus Mohamed

Reports to: Operations Chief: Abdi Mohamud

Staffing Characteristics:
School and staff volunteers

Responsibility:
Assure proper reunification procedures at the Release Gate

Special Equipment:
-Stapler
-Signs: Parent Release Gate
-Empty file boxes to use for processed Student Release Forms

Start-up Activities:
-Secure area against unauthorized access. Mark gate with sign.
-Set up Release Gate away from Request Gate
-Assign volunteers to assist, if needed.

During Event:
-Follow procedures outlines below to ensure the safe reunification of students with their parents or guardians.
-Refer all requests for information to the Public Information Officer. Do not spread rumors!

If student is with class:
-Runner shows student Release Form to the teacher.
-Teacher marks box, “***Sent with Runner***”
-If appropriate, teacher sends parent copy of first aid form with the runner.
-Runner walks student(s) to Release Gate.
-Runner hands paperwork to release personnel.
-Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of the Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is not with the class:
-Teacher makes appropriate notation on the Student Release Form: 1.”***Absent***,” if student was never in school that day 2. “***First Aid***,” if student is in the Medical Treatment Area 3. “***Missing***,” if student was in school but now cannot be located.
-Runner takes student Release Form to CP.

- CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.**
- If student is in First Aid, parent should be escorted to Medical Treatment Area.
- Parent should be notified of missing student status and escorted to crisis counselor
- If student was marked absent, staff member will notify parent.

Section: Planning and Intelligence
Position: Planning and Intelligence Chief

Primary: Amina Dauood, HR Specialist

Alternate: Hussein Nur, Parent Liaison

Reports to: Site Incident Commander, Maslah Yussuf or Ali Hori

Staffing Characteristics:

Vice Principal or someone familiar with site and its occupants.

Responsibility:

Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms: Position Log (Form #2)

During:

- Assume duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist SIC in writing Incident Action Plan (Form #1).

Section: Planning & Intelligence

Position: Documentation

Position: Hanan Mohamud

Alternate: Karen Hernandez

Reports to: Planning Chief: Amina Dauood

Staffing Characteristics:

Administrative staff or others trained in managing documents.

Responsibility:

Collection, evaluation, documentation, and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms: Position Log (Form #2)

During:

Records:

- Maintain time log of the incident, noting all actions and reports.
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content.
- Log in all written reports.
 - Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records-**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- Film forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning and Intelligence

Position: Situation Analysis

Primary: Amina Dauood

Alternate: Hussein Nur

Reports to: Site Incident Commander, Maslah Yussuf or Ali Hori

Staffing Characteristics:

Administrative staff familiar with site's facilities and resources.

Responsibility:

Analyzes the emergency situation in order to identify needed personnel and resources.

Special Equipment:

- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- File box(es)
- Map of city or local area

During:

Situation Status Map:

- Collect, organize, and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessment based on analysis of information received.
- Develop situation reports for the Command Post (CP) to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to CP personnel. Refer all other requests to the Public Information Officer.**

Section: Logistics
Position: Logistics Chief

Primary: Abdi Mohamud

Alternate: Amina Dauood

Reports to: Site Incident Commander; Maslah Yussuf or Ali Hori

Staffing Characteristics:

Administrative skills.

Responsibility:

The logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

-Cargo container or other storage facility with all emergency supplies stored on site.

-Forms:

-Site Status Report (Form #10)

-Volunteer Assignment List (Form #9)

Start-up Activities:

-Assume the duties of all Logistics positions until staff is available and assigned.

-Ensure that the Command Post and other facilities are set up as needed.

During Event:

-Coordinate supplies, equipment, and personnel needs with the SIC.

-Maintain security of cargo container, supplies, and equipment.

After:

-Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Hanan Mohamud

Alternate: Karen Hernandez/ Fakhria Abul Sattar

Reports to: Site Incident Commander; Maslah Yussuf or Ali Hori

Staffing Characteristics:

Administrative skills

Responsibility:

Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

-Cargo container or other storage facility and all emergency supplies stored on site.

Start-up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
- Coordinate with the SIC on establishing the need for future work shifts and related staffing needs.

After:

Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Abdi Mohamud

Alternate: Shuayb Mumin

Reports to: Site Incident Commander; Maslah Yussuf or Ali Hori

Staffing Characteristics:

Familiar with common financial record keeping standards. Office staff.

Responsibility:

Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment:

-none

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintain accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders.
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Site Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather pertinent documents and records.

Section Five

Forms

Form #2 – POSITION LOG

TIME	SITUATION	RESPONSE	INITIAL

Form #3 – MEDICAL TREATMENT VICTIM LOG

(Used by the First Aid & Medical Team at the Medical Treatment Area)

School Site _____ Date _____

Name _____ Triage Tag # _____ Triage Category _____ Transported to _____ Release time _____

1 _____ D I d _____

2 _____ D I d _____

3 _____ D I d _____

4 _____ D I d _____

5 _____ D I d _____

6 _____ D I d _____

7 _____ D I d _____

8 _____ D I d _____

9 _____ D I d _____

10 _____ D I d _____

11 _____ D I d _____

12 _____ D I d _____

13 _____ D I d _____

14 _____ D I d _____

_____ D (Delayed) _____ I (Immediate) _____ d (Deceased)

Completed by _____ Time _____

Delivered to _____ (title) at Command Post

Form #4 – Medical Team Supplies

The District Recommends that each Medical Team have two members and that the following number of teams be maintained at the following sites:

Elementary School and Administrative Facilities with <500 = 2 teams

Middle Schools and Administrative Facilities with 500-1000 = 4 teams

Senior High Schools and Administrative Facilities with >1000 = 6 teams

- 4X4” compress: 1000 per 500 students
- 8X10” compress: 150 per 500 students
- Kerlix bandages: 1 per student
- Ace wrap: 2”: 12 per campus and 4”: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Hydrogen Peroxide: 10 pints/campus
- Bleach-one small bottle
- Antiseptic Hand Gel or Packets
- Stretchers or blackboards: use on-site supplies from the Nurse’s Office or create transport devices by utilizing such things as blankets or doors off hinges – 1.5/100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval Eye Patch: 50 per campus
- Tapes: 1” cloth; 50 rolls/campus and 2” cloth: 24 per campus
- Dust masks: 1 per student and staff
- Disposable blanket: 1 per 10 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff

Form #5 – STUDENT RELEASE FORM (delivered by Runner)

Please Print

Student's

Name _____

Teacher _____ Grade _____

Requested by _____

.....

To be filled in by Request Gate Staff

Proof of I.D. _____ Name on Emergency Card (circle) Yes No

.....

**Student's Status
To be filled in by Teacher**

Sent with runner _____ Absent _____ First Aid _____ Missing _____

.....

To be filled in by Release Gate Staff

Proof of I.D. _____ Name on Emergency Card (circle) Yes No

.....

To be filled in by Requester *at the Release Gate*

Requester's Signature _____

Destination: _____

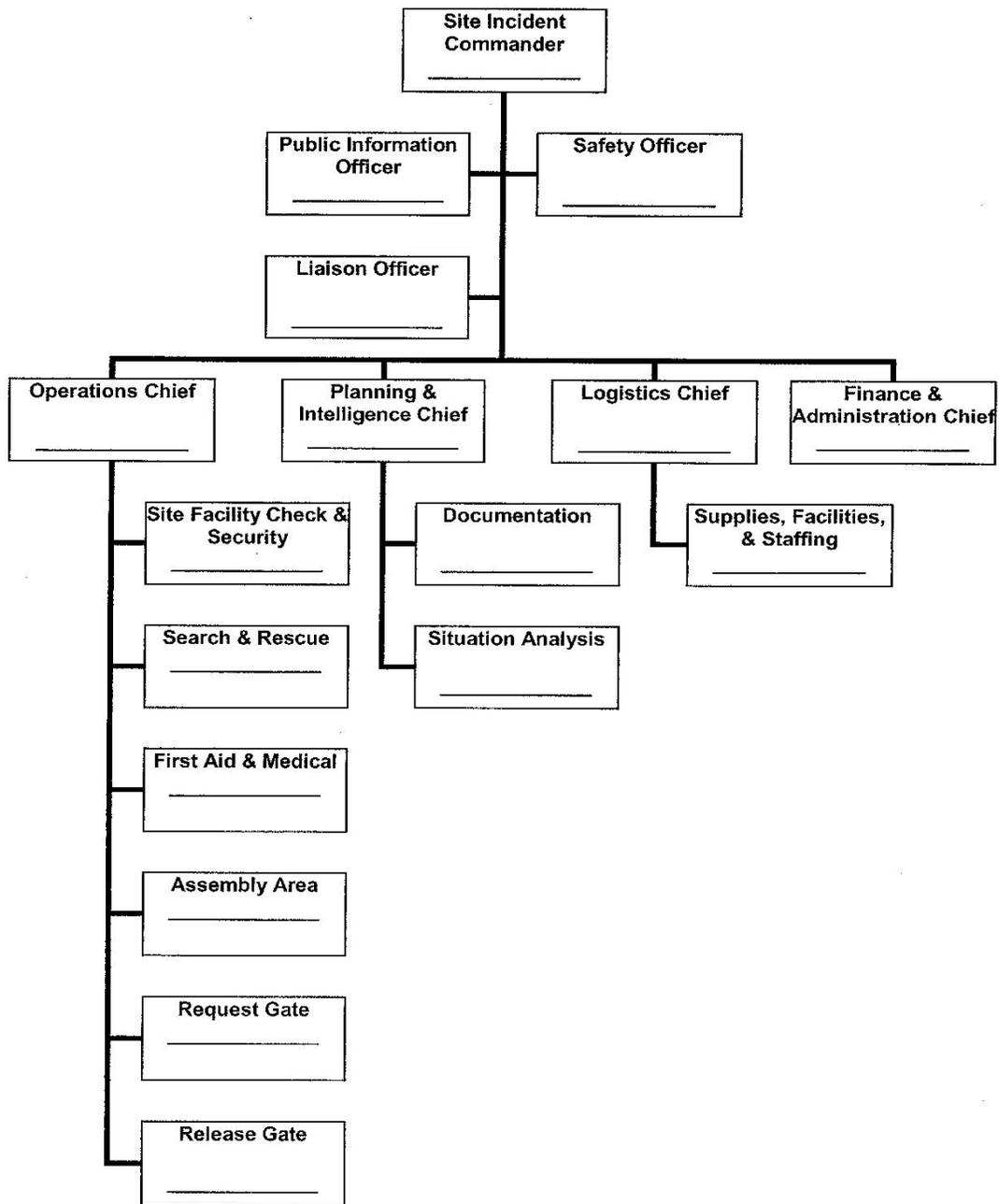
Date: _____

Time: _____

.....

Give the student's Out of State Contact number to the person picking up the student.

Form #6 – INCIDENT COMMAND TEAM ASSIGNMENT FORM



Form #7 – STUDENT ACCOUNTING FORM

Room Number: _____ Date: _____

Name of Person completing this form:

Number of students enrolled: _____

Number of students absent today: _____

Number of students present now: _____

1. Students or classroom volunteers missing or not present now (off campus, left in room, other location, etc.)

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Students on playground needing more first aid than you can handle:

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

Form #8 – NOTICE OF FIRST AID CARE GIVEN

DATE: _____

SCHOOL: _____

Dear Parent,

_____ was injured at school and has been given first aid.

If you feel further care is necessary, please consult your family physician.

Nature of injury: _____

Destination (if not presently on site): _____

Transporting Entity (if not presently on site): _____

Time of Transport: _____

Additional Information: _____

Please sign to release the student to your care.

PARENT'S SIGNATURE

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: Keep this form with your school's medical treatment records. Do not send this home with the student.

Form #9 – VOLUNTEER ASSIGNMENT LIST

Volunteer Name/Address/Phone

Time

Position

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Form #10 – SITE STATUS REPORT

TO: _____ FROM: _____

LOCATION: _____

DATE: _____ TIME: _____

PERSON IN CHARGE AT SITE: _____

MESSAGE VIA: 2-way radio ___ 800 MhZ Radio ___ Telephone ___ Messenger ___

EMPLOYEE/STUDENT STATUS

	Absent	Injured	#sent to hosp/med	Dead	Missing	Unaccounted	#released to parents	#Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE – Check damage/problems and indicate location(s)

Check here	Damage/Problem	Location(s)
	Gas Leak	
	Water	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling	
	Other:	
	Other:	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood and street conditions; outside agencies on campus and actions; name of injured, dead, missing, and accounted for ASAP)

Form #11- SEARCH & RESCUE RECOMMENDED SUPPLIES

The district recommends that each Search & Rescue Team have two members and that the following number of teams be maintained at the following sites:

Elementary School and Administrative Facilities with <500 = 2 teams

Middle Schools and Administrative Facilities with 500-1000 = 4 teams

Senior High Schools and Administrative Facilities with >1000 = 6 teams

Member Supplies

- Backpack
- Work Gloves
- Helmet
- Identifying Vest
- Safety Goggles
- Flashlight
- Personal First Aid Kit
- Water
- Whistle
- Marker Pens
- Pocket Knife
- Duct Tape
- Utility Shut Off Tools
- Note Pad and Pen
- Cyalume Sticks (light sticks)
- Walkie Talkie

Team Supplies

- Fire extinguisher
- Pry bar 36"
- Axe
- Sledge Hammer 5-8 lb.
- Bolt cutter

Form #12- PUBLIC INFORMATION WORKSHEET

Check off, fill in, and cross off as appropriate

____ Name of School Site: _____

____ Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(School Name) _____ has just experienced
a(n) _____

____ The (students/employees/volunteers) [(are being) or (have been)] accounted for.

____ No further information is available at this time.

____ Emergency medical services [(are here) or (are on the way) or (are not available)].

____ School Police/Local Police [(are here) or (are on the way) or (are not available to us)]

____ Fire Department/paramedics [(are here) or (are on the way) or (are not available to us)].

____ [(are here) or (are on the way) or (are not available to us)].

____ Communication center(s) (is/are) being set up at _____ to answer questions.

____ Communication center(s) for families of students and employees (is/are) being set up at _____ to answer questions about individual students and employees and re-unification plans.

____ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injuries.

____ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

____ Students/Staff have been taken to the local emergency room for treatment of serious injury. _____ (Insert #).

____ Families of injured students/staff should go to the emergency room at _____.

____ Confirmed deaths have been reported at _____.

NAMES CANNOT BE RELEASED UNTIL FAMILIES HAVE BEEN NOTIFIED.

____ Structural damage has been reported at the following sites: _____.

____ Release restrictions: ____ No ____ Yes
If yes, what?

Released to the public as the Public Release # _____

Date/Time: _____

DISASTER PROCEDURES, ROUTINE AND EMERGENCY

A. A site emergency plan (Attachment A) has been developed to provide for the safety of students, staff, visitors, building and assets. It includes organization of staff to meet in an emergency. Staff and students have been participating in monthly drills on the 2nd Wednesday of each month using a system of warnings, with instruction and preparation. All staff members have received their emergency assignments.

B. At Iftin Charter School we follow a policy of no false drills. Every student and staff member must evacuate the building in a complete and orderly manner. Staff and students remain in the safe assembly area in the East side of the playground until the Principal gives the all clear notice and the all clear whistle/bell is sounded to signal a return to the classrooms.

POLICIES RELATED TO SUSPENSION, EXPULSION, OR MANDATORY EXPULSION AND OTHER SCHOOL-DESIGNATED SERIOUS ACTS WHICH WOULD LEAD TO SUSPENSION OR EXPULSION.

- A. Copies of Iftin Charter Schools discipline policy (Attachment B,) including policy on suspension and expulsion, are sent home annually at the beginning of each school year as part of the enrollment package.
- B. Suspension is defined as the removal of a student from the instructional environment.
- C. Expulsion is defined as the removal of a student from the control and supervision of the school.
- D. Students may be suspended or expelled from Iftin Charter School for non-compliance with the terms of the parent-student agreement, or any material violation of any of the conditions, standards, or procedures set forth in the Charter School petition, the school handbook, or of the school's policies and procedures. Students, who fail to demonstrate adequate and appropriate progress toward the student standards, as determined by the professional

judgment of the certificated staff assigned to that student, will be subject to a (n) expulsion hearing(s).

E. Iftin Charter School regards suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable Federal statutes and State constitutional provisions. All related hearings will conform to the State and Federal laws regarding discipline, special education, confidentiality, and access to records.

F. **Mandatory Expulsion Offenses Pursuant to Education Code Section 48715(c) – Zero Tolerance (All Students).** The school Principal or designee must immediately suspend and recommend for expulsion a student that he/she determines has committed any of the following acts at school or at a school activity off school grounds:

- **Use, possession or brandishing of a weapon** will result in a recommendation for expulsion. A weapon is defined as, but not limited to, a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, razor, slingshot, any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon.
- **Repeated incidents of fighting, violent acts, or causing serious injury to another person** will result in a recommendation for expulsion
- **Attempting to commit or committing a sexual assault** and committing a sexual battery.
- **Our school has a NO ALCOHOL, TOBACCO, or other DRUG USE POLICY** If you are found to be selling, furnishing, or possessing an amount determined to be for more than personal use of controlled/prohibited substances, you will be recommended for expulsion on your first offense. For possession or use, expulsion will be recommended on your third offense, except for tobacco offenses; if you are found in possession of tobacco you will be recommended for expulsion on your fourth offense.

Suspension/Expulsion

Iftin Charter School (ICS) regards suspension and expulsion as a last resort. This Students Suspension and Expulsion Policy has been adopted in order to promote learning and protect the safety and well-being of all students at ICS. ICS students and staff are expected to respect others and support teaching and learning. Prohibited behavior includes, but is not limited to offensive language, ignoring a staff request, threats, slander, sexual harassment or misconduct, lying, theft, and fighting. Willfully causing physical or emotional harm to another member of the ICS school community, including bullying and cyber-bullying, will lead to further disciplinary action. Any student who steals from the school, another student, or a staff member will be subject to further disciplinary action.

Step 1: Informal Conference:

Suspension shall be preceded by an informal conference by the Principal, with the student and the student's parents. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents are notified of the suspension and a conference is conducted as soon as possible.

Step 2: Notice to Parents

Parents and students have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. A written notice will follow the initial contact. This notice states the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension:

The length of a suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive days per suspension.

Step 4: Two or More Days Suspended Students Rights (AB 982):

Upon request of a parent, a legal guardian, or other person holding the right to make educational decision of the suspended students of two or more schooldays or the affected student, the teacher of the pupil is required to provide the homework that the student would otherwise have been assigned. If the student turns in the homework to the teacher which the pupil or his/her guardian requested 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 the assignment not be included in the calculation of the pupil's overall grade in the class.

Step 5: Recommendation for Expulsion

If the Principal's recommendation is for expulsion, the student and the student's parents is invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The Principal upon either of the following findings makes this determination:



The student's presence will likely be disruptive to the educational process

The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the school leader finds that at least one of the following findings may be substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the students or others.

Step 5: Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative panel appointed by the Board. Written notice of the hearing will be forwarded to the student and student's parents at least 10 calendar days before the date of the hearing. This notice will include:

The date and the place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of the disciplinary rules that relate to the alleged violation

The opportunity for the student or the student's parents to appear in person at the hearing

The opportunity for the student to be represented by counsel

The right to examine and acquire copies of all documents to be used at the hearing

The opportunity to cross-examine all witnesses that testify at the hearing

The opportunity to present evidence and witnesses on behalf of the student.



Upon expulsion, the Principal will send written notice to the parents of any student who is expelled. This notice will include the following:

The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”

Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with ICS.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student misbehavior shall be communicated to the district/school to which the student matriculates.

Appeal of Suspension/Expulsion

Parents shall be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Principal or the Principal’s designee. A suspension appeal may be made to the principal within the term of the suspension. Following due consideration, the Principal’s decision regarding student suspension will be considered final.

An expulsion may be appealed within five working days and must be submitted in writing to the principal. The student will be considered expelled until a meeting is convened to hear the appeal (within 10 working days), at which time the parents must attend to present their appeal. A fair and impartial panel of representatives assigned by the Board of Directors will hear the appeal. The decision of the panel of representatives of the Board will be final.

Rehabilitation, Interim Placement, and Readmission

Students who are expelled from ICS shall be given a rehabilitation plan upon expulsion as developed by the charter school’s Board of Directors at the time of the expulsion order, which may include but not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should also include a date not later than one year from the date of the expulsion when the student may reapply to the charter school for readmission.

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors of the school. With the student and guardian or representative, the Principal and the Board of Directors will 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 student’s readmission is also contingent upon the capacity of the charter school at the time the student seeks readmission.



Special Education Discipline

ICS recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, and state policies on special education students. The IEP team and the school leader or designated administrator will be responsible for managing continued violations of school policies by special education students.

While suspended, the student may not loiter on or about any school grounds at any time, nor attend or participate in any School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

The School shall consider suspension from school only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

A pupil may be suspended or expelled for any acts that are listed in this handbook and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to or coming from a school sponsored activity

Grounds for Suspension and Expulsion of Students

Students may be dis-enrolled, suspended or expelled, as appropriate if they or their parents or guardians violate provisions of the ICS Handbook or if students engage in behavior listed in Education Code Sections 48900, 48900.2, 48900.3 or 48900.4.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event 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. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Cause for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except in self-defense.



Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).

Committed an obscene act or engaged in habitual profanity or vulgarity.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

However, this section does not prohibit use or possession by a pupil of his or her own prescription products. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases).

Possessed an imitation firearm as used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical



injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Committed sexual harassment as defined in Section 212.5.

Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Engaged in harassment, threats, or intimidation directed against school District personnel or students (grade4-12), that is sufficiently severe or pervasive to have actual and reasonable expected effect of materially disrupting class work, creating substantial intimidating or hostile educational environment.

Made terrorist threat against school officials or school property.

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

Causing serious physical injury to another person, except in self-defense.

Possession of any knife, firearm, explosive or other dangerous objects.

Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Robbery or extortion.

Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Committed or attempted to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code.

The above list is not exhaustive and depending upon the offense, a student may be suspended or expelled for misconduct not specified above.

NOTIFICATION TO TEACHERS OF DANGEROUS PUPILS PURSUANT TO E.C. 49079

A. Upon receipt of written notice from the juvenile court that a student has committed any crimes, the principal shall inform those teachers, counselors and administrators directly supervising or reporting on the behavior or progress of the student. The purpose being that they may work with the student in an appropriate fashion, to avoid being needlessly vulnerable and/or to protect other persons from needless vulnerability.

B. Any information received by a teacher, counselor, or administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator, except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

DISCRIMINATION, SEXUAL HARASSMENT POLICY PURSUANT TO E.C. 212.6(B)

Iftin Charter School provides equal employment opportunity to all employees and applicants. This means that all employment decisions, including hiring, placement, discipline, promotion, leave of absence, job assignment, compensation, transfer, layoff, recall, and termination and access to benefits and training, are made without regard to race, color, creed, religion, sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability, or any other characteristic protected by federal, state, and/or local law.

Equal employment opportunity also encompasses Iftin Charter School's commitment to maintaining a work environment that is free of unlawful discrimination and harassment. In furtherance of this commitment, employees are not to display or electronically send pictures, cartoons, posters, e-mail, or jokes that may reasonably be deemed offensive because of race, color, religion, sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability or any other characteristic protected by federal, state, and/or local law. Similarly, employees are not to make comments, jokes, epithets, pranks, innuendos, gestures, touching, nor to engage in any other form of conduct, that may reasonably be deemed offensive because of race, color, religion,

sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability or any other characteristic or perceived characteristic protected by federal, state, and/or local law.

Sexual harassment is a form of unlawful harassment that is based on an individual's sex or is of a sexual nature. It includes, but is not limited to, the types of prohibited harassment identified above, as well as unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct. Such conduct constitutes sexual harassment when any of the following occur or are present: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submitting to or rejection of such conduct is used as the basis for employment decisions; and/or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment. All unlawful harassment, including sexual harassment, is strictly prohibited.

The prohibitions above include discrimination and harassment in *any* workplace context, including conferences, meetings, social events, and work-related activities and trips. These prohibitions include unlawful harassment and discrimination from or towards managers, co-workers and other employees as well as non-employees with whom Iftin Charter School has a business or professional relationship, including but not limited to vendors, visitors, customers, clients, etc.

If you believe that you have been subjected to or witnessed offensive, hostile or any other conduct in violation of this policy, or if you believe that you have been subjected to unlawful discrimination in the terms or conditions of your employment, you must immediately report the matter as follows:

Reporting Complaints of discrimination or harassment

Iftin Charter School encourages and expects every employee to report incidents of discrimination or harassment, whether they are directly involved or are merely a witness. If any employee believes that he or she is being discriminated against or harassed or has been subjected to discrimination or harassment by a coworker, supervisor, manager or other individual at the workplace, or believes that his or her employment is being or has been adversely affected by such conduct, or believes that he or she has witnessed such conduct, the employee should report the concerns (orally or in writing) IMMEDIATELY to his or her supervisor, Principal or Title IX coordinator.

Once the matter has been reported, a prompt investigation will be conducted and, to the extent that it does not compromise the integrity of the investigation, confidentiality will be maintained concerning the allegations. Should the investigation establish that an individual has engaged in conduct prohibited under this Policy, disciplinary action warranted by the results of the investigation will be taken against the offending employee(s). To be clear, any employee found to be engaging in conduct prohibited under this Policy will be subject to discipline.

Employees who fail to cooperate with an investigation, or who knowingly provide false information in connection with a complaint or an investigation, will be subject to discipline as well.

Prohibition Against Retaliation

Iftin Charter School prohibits and will not tolerate any form of retaliation against an employee who has filed a complaint in good faith or an employee who, in good faith, has cooperated or participated in an investigation of a complaint. If you have filed a complaint, or have participated in an investigation, and believe that you are being or have been retaliated against, you **MUST** immediately report this matter to one of the persons mentioned above in the sub-section titled "Reporting Complaints of Discrimination or Harassment."

If you believe that you have been subjected to discrimination because of your race, color, religion, sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability, or any other characteristic protected by federal, state and/or local law, or if you believe that you have been retaliated against for complaining about discrimination or participating in an investigation, it is *your* responsibility as an employee to utilize the complaint procedure established in this Policy for the purposes of preventing and correcting this unacceptable workplace behavior.

THE PROVISIONS OF ANY SCHOOL-WIDE DRESS CODE

A. Iftin Charter School requires all students to dress appropriately for school. Clothes must be modest, clean, safe and in good taste. Clothes must cover the torso and undergarments, and may not be revealing; no sleeveless shirts, no sagging pants, no short skirts or skorts. Footwear must be worn at all times. Open-toed shoes, sandals, flip-flops, and house slippers are not appropriate. Sleepwear, hoods and gloves are not permitted. Garments, backpacks and accessories must be free from profane, sexually suggestive, obscene, vulgar, disrespectful, gang related, immoral, or otherwise inappropriate pictures or messages. Ban of inappropriate attire does not violate students' free speech rights under Education Code Section 48950.

B. Students must wear the school uniform Monday through Thursday with free dress on Friday. School Uniform consists of:

- Choice of long navy-blue pant or long navy-blue skirt
- White short or long sleeve shirt or blouse with collar.
- Closed toe tennis or athletic shoe.

C. Parents may opt out of the school uniform requirement by sending a written request to the school office. Economically disadvantaged parents may request assistance in purchasing a school uniform.

D. Students who come to school without wearing the school uniform or in inappropriate clothing may not be able to participate in all school activities that day. Parents may be called to bring appropriate clothing to school and Friday free dress privileges may be lost.

PROCEDURES TO ENSURE SAFETY OF STUDENTS, STAFF, AND PARENTS/GUARDIANS WHILE GOING TO AND FROM SCHOOL.

Reference: Emergency/Disaster Procedures, November 15, 1999; Administrative Bulletin #15 and Site Maps at each exit of the school classroom, common rooms, and offices.

- A. Site emergency preparedness plans shall include a site map, which designates planned evacuation routes, assembly areas, utility shut-off valves, first aid/supply stations and designated areas for prolonged student and staff care.
- B. As required by law, the Principal shall conduct safety drills (fire, earthquake, disaster preparedness, campus emergency) and maintain an accurate record of each drill.
- C. All students and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and action to take.

SAFE SCHOOL PLANNING COMMITTEE DEVELOPMENT

The School Safe Planning Committee is comprised of the members listed below. The plan is reviewed with all the Iftin staff throughout the year and is monitored and adjusted as needed. Emergency procedures for before/after school will be implemented as outline in our School Safety Plan. This includes evacuation routes, medical supplies and parent contact procedures.

- Ali Hori, Principal
- Dianna McClendon, School Psychologist
- Jaime Morgan, Teacher
- Lauren Biggs, Teacher
- Souraya Shoucair, Teacher
- Lisa Rountree, Teacher



SCHOOLWIDE EXPECTATIONS and DISCIPLINE PLAN

Iftin Charter School (ICS) desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. ICS' discipline policy will be applied to students in a fair and consistent manner; without favoritism or prejudice. ICS believes in a school environment which promotes an atmosphere of teaching and learning. Learning takes place when there are high expectations, encouragement, positive motivation and acceptance. Teachers shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

The school shall prepare students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Clear definition of acceptable student conduct provides the basis for sound disciplinary practices.

Discipline & Safe Learning Environment

ICS maintains a discipline policy whose goal is twofold. The first is to ensure the right of each student to a safe and orderly learning environment and the second is to help each student develop positive behavior patterns. Our expectations for student behavior are based on respect. We expect students to respect themselves and others as well as the learning environment. Every effort will be made to work with students and their parents to resolve behavioral issues by helping the student learn acceptable boundaries, self-control, problem-solving and effective communication. *Students who are disrespectful of their peers and teachers and continually disrupt the learning environment will be dealt with according to the ICS Discipline Management Plan.*

Discipline Management Plan

Students are given clear, reasonable expectations as participants in the learning environment. When students disrupt the learning environment or behave in unsafe or unhealthy ways, their choices will have consequences. Teachers will deal with the misbehavior and administer consequences that may range from a warning to immediate removal from the class based on the seriousness of the infraction. A discipline referral, a note, or a phone call will serve as notification to the parents. Infractions include but are not limited to:

- inappropriate or aggressive physical behavior
- foul language
- inappropriate off-task behaviors that disrupt learning
- defacing or vandalizing materials, equipment, or facilities

Referrals are not generally made unless a student has been first warned. *A student may be referred to the DEAN OF STUDENTS for seriously disruptive, disrespectful, or dangerous behavior.* Please see the behavior rubric on the next pages that explains consequences for behavior.

Code of Conduct

ICS students are expected to be safe, orderly and respectful of the rights of others. All students at Iftin Charter School will:

1. Be courteous and respectful to each other and to Staff Members.
2. Follow directions given by any Staff Member, the first time.

3. Wear clothing that meets the uniform policy.
4. Keep the school building, grounds, furniture, materials, textbooks, and equipment in good condition.
5. Obey all classroom, school, and community rules.

School-Wide Expectations (Rules)

1. I will show respect
2. I will act with integrity
3. I will demonstrate excellence
4. I will accept responsibility
5. I will solve problems

*These expectations are posted in every classroom and throughout the school.

There may be instances in which some students have difficulty following the behavioral standards. In these cases, the following **STEPS** will be followed:

Step 1. The teacher will counsel the student.

Step 2. If the problem continues, the teacher will contact and work with the parent to resolve the problem. If possible, the contact will be in the form of a conference.

Step 3. Should the above action fail to solve the problem, the Principal/Associate Principal will become involved:

- a. Counsel with the student
- b. Notify the parents
- c. Discipline or suspend the student

If the student's behavior is a major offense, the process will go immediately to

Step 3. SUSPENDABLE OFFENSES

- Sexual Harassment
- Fighting/Physical Aggression
- Gang Affiliation
- Homicidal Threats
- Inappropriate Display of Affection
- Property Damage/Vandalism
- Truancy
- Weapon
- Technology Violation (sexual in nature)
- Use/Possession of Drugs and/or Alcohol

DISCIPLINE PROTOCOL

OBSERVE AND IDENTIFY PROBLEM BEHAVIOR

Minor

Is the behavior minor or major?

Major

Warning: Counsel Student and submit Minor Referral



Use classroom consequences, call parent, and submit Minor Referral



Use classroom consequences, call parent, and submit Minor Referral



Submit Major Referral and Call Parent



MINOR
LOW INTENSITY/NON-SERIOUS *

- Defiance/Disrespect/Non-Compliance
- Disruption
- Dress Code
- Inappropriate Language
- Physical Contact/Physical Aggression
- Property Misuse
- Tardy
- Harassment/Bullying
- Petty Theft
- Lying/Cheating
- Other

*Low Intensity/Non-Serious: No harm done to self/others; the safety of self/others is not at-risk; rare frequency

VS.

MAJOR
HIGH INTENSITY/SERIOUS**

- Sexual Harassment
- Fighting/Physical Aggression
- Gang Affiliation
- Homicidal Threats
- Inappropriate Display of Affection
- Property Damage/Vandalism
- Truancy
- Weapon
- Technology Violation (sexual in nature)
- Use/Possession of Drugs and/or Alcohol

**High Intensity/Serious: Harm to self/others is at risk; recurrent/ongoing frequency

Complete Major Referral Form and Call Parent



Administration Determines Consequences and Calls Parent



Administration will Follow Through on Consequence(s)



Administration Provides Feedback to Referring Staff



BOARD POLICY 5145.9

Hate-Motivated Behavior

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Principal or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 5131- Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5131.5 - Vandalism and Graffiti)
- (cf. 5136 - Gangs)
- (cf. 5137 - Positive School Climate)
- (cf. 5141.52 - Suicide Prevention)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)

The Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of District and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

- (cf. 1020 - Youth Services)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 1700 - Relations Between Private Industry and the Schools)
- (cf. 5148.2 - Before/After School Programs)

ICS shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. 6142.94 - History-Social Science Instruction)

As necessary, ICS shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

- (cf. 6164.2 - Guidance/Counseling Services)

The Principal or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Principal or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures and AR 5145.9. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

DRUG FREE WORKPLACE

Iftin Charter School is committed to being a drug-free and safe workplace. Our employees must be physically and mentally fit to perform their duties in a safe and efficient manner. Therefore, no employee shall work or report to work while under the influence of alcohol, illegal drugs, or any substance that would affect his/her ability to perform the job in a safe and efficient manner.

No employee shall consume, display, be under the influence of, or have in his/her possession, including the workplace or in organization vehicles, any intoxicant including alcoholic beverages, Marijuana, controlled substances or illegal drugs at any time during the workday, including during lunch, breaks, and on-call hours. To do so could jeopardize the safety of students, other employees, organization equipment, and Iftin Charter School's relations with the public, and is a prime cause for disciplinary action, up to and including discharge. Bargaining Unit Members of SDEA may be released or dismissed only in accordance with the Collective Bargaining Agreement.

When employees are required to take any kind of prescription or nonprescription medication that may potentially affect their job performance, they are required to report this to their immediate supervisor, who will determine if it is necessary to temporarily place them on another assignment or take other appropriate action. To protect the best interests of employees and the public, Iftin Charter School will take whatever measures are necessary to determine if alcohol or illegal drugs are located on or are being used on organization property. Measures that may be used will include but not be limited to searches of people and of personal property located on organization premises, which may be conducted by law enforcement authorities or by management, as well as drug and /or alcohol tests to be conducted when there is reasonable suspicion of substance abuse.

When urinalysis and/or blood tests are requested or necessary, samples will be taken under the supervision of an appropriate health-care professional. The above-mentioned searches and drug tests will not be conducted if an individual refuse to submit; however, refusal to submit will result in immediate removal from service and may result in termination.

Employees experiencing problems with alcohol or other drugs are urged to voluntarily seek assistance to resolve such problems before they become serious enough to require management referral or disciplinary action. If you have questions regarding this policy or issues related to drug or alcohol use at work, you can raise your concerns with your immediate supervisor or the Administrative Assistant without fear of reprisal. Under the Drug Free Workplace Act, if you perform work for a government contract or grant, you must notify Iftin Charter School if you have a criminal conviction for drug-related activity that happened at work. You must make the report within five days of the conviction.



IFTIN Charter School

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Iftin Charter School ("ICS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, ICS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ICS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, ICS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which ICS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. ICS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Ali Hori or designee
Executive Director/Principal
horii@iftincharter.net 619.265.2411



Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by ICS.

ICS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and



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- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.



3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ICS.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 definition of “bullying,” above. 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



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- recording, or other electronic act.
- b. “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.
- 4. Notwithstanding the definitions of “bullying” and “electronic act” 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

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Ali Hori or designee
Executive Director/Principal
huri@iftincharter.net 619.265.2411

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

ICS acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.



ICS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ICS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the following Dispute Resolution Process:



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Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision

ICS CHARTER SCHOOL

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):



IFTIN Charter School

I hereby authorize ICS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Iftin Charter School	Maslah Yussuf CEO	yussuf@iftincharter.net (619) 265-2411

Goal 1

Goal Description

Iftin Charter School will strengthen its data infrastructure to monitor student progress, guide instructional decisions, and evaluate program effectiveness. By collecting and analyzing multiple forms of data at the student, classroom, and school-wide level, ICS will ensure that instructional practices are responsive to student needs and aligned with high expectations. This goal supports the state priorities by ensuring that basic conditions of learning and teacher capacity are in place (Priority 1), using assessments to drive pupil achievement (Priority 4), monitoring and improving engagement through attendance and participation (Priority 5), expanding equitable access to core academic content (Priority 7), and tracking growth on benchmarks and state assessments to capture other pupil outcomes (Priority 8).

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Annual Growth on CAASPP ELA distance from standard Scores: Grades 3-8	42.6 points below standard	33.8 points below standard		TBD	Increase 5 points or greater above standard (Distance from Standard)
1.2	Annual Growth on CAASPP Math distance from standard Scores: Grades 3-8	51.4 points below standard	70.5 points below standard		TBD	Increase 5 points or greater above standard (Distance from Standard)
1.3	All students will demonstrate an average growth of 10 points in school-wide Benchmark in both ELA and Math by the end of the year.	10 points growth	8.8 points growth		TBD	Avg. of 210 points growth in ELA and Math
1.4	Increase ELL students will make progress towards English proficiency.	47.9% making progress	49.7% making progress		TBD	60% of ELL students will make progress towards English language proficiency.
1.5	Maintain an average daily attendance rate of >96% yearly.	93% ADA	92% ADA		96%	97% ADA
1.6	Chronic Absence	28.6% chronically absent	15.3% chronically absent		TBD	5% of less

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Development, Assessment, and Data	No Yes	Ongoing Implementation	ICS administered school-wide		\$41,948.75	\$\$29,337.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Iftin Charter School (ICS) will administer school-wide benchmark assessments three times per year to evaluate student mastery of the Common Core State Standards. Teachers will receive professional development on analyzing results to guide instruction and lesson planning. This action supports Priority 1 (Basic Conditions of Learning) by ensuring teachers are trained to use standards-aligned assessments, Priority 4 (Pupil Achievement) by using assessment data to drive academic improvement, and Priority 8 (Other Pupil Outcomes) by monitoring benchmark growth across grade levels.</p>			<p>benchmark assessments and analyzed results across grade levels to monitor progress toward Common Core standards. Data show student growth from fall to winter benchmarks, with teachers using results to adjust instruction and target learning gaps. These efforts support Priority 1 through effective use of aligned assessments, Priority 4 through data-driven academic improvement, and Priority 8 by monitoring benchmark growth across grade levels.</p>			
1.2	<p>PLC/Assessment and Data ICS will sustain Professional Learning Communities (PLCs), vertical planning meetings, and instructional leadership committees to analyze student data and align instructional practices. PLC cycles will focus on developing targeted interventions based on assessment results and monitoring student progress. This action supports Priority 4 (Pupil Achievement) by strengthening instructional alignment, and Priority 5 (Pupil Engagement)</p>	No Yes	Ongoing Implementation	ICS has sustained PLCs, vertical planning meetings, and instructional leadership committees to analyze student data and align instructional practices. PLC		\$105,907.00	\$\$54,534

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	by ensuring interventions are responsive to attendance, participation, and engagement trends.			cycles have resulted in targeted interventions informed by assessment, attendance, and engagement data, with ongoing monitoring of student progress. These efforts support Priority 4 by strengthening instructional alignment and Priority 5 by ensuring interventions respond to student engagement trends.			
1.3	<p>Academic and Instructional Support ICS will strengthen instructional practices through consistent use of GLAD strategies, small group instruction, and technology integration. A Reading Specialist and Math Resource Teacher will provide targeted support to students and staff to close achievement gaps and ensure equitable access to core content. This action addresses Priority 4 (Pupil Achievement) by raising student proficiency, and Priority 7 (Course Access) by ensuring all students, including English Learners and underserved populations, receive the support needed to access rigorous coursework.</p>	No Yes	Ongoing Implementation	ICS has strengthened instructional practices through consistent use of GLAD strategies, small group instruction, and technology integration. Targeted support from the Reading Specialist and Math Resource Teacher has contributed to improved		\$397,402.00	\$201,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				student performance and progress toward closing achievement gaps. These efforts support Priority 4 by increasing student proficiency and Priority 7 by improving equitable access to rigorous core instruction for all students, including English Learners and underserved populations.			
1.4	<p>English Learner Instructional Support Teachers will differentiate instruction for English Learners by implementing English Language Development (ELD) instructional strategies and curriculum. Paraeducators and ELD staff will provide targeted interventions and progress monitoring to accelerate growth. This action supports Priority 4 (Pupil Achievement) through increased English proficiency, Priority 7 (Course Access) by ensuring English Learners can access the full curriculum, and Priority 8 (Other Pupil Outcomes) through growth on the ELPAC.</p>	Yes	Ongoing Implementation	teachers have implemented ELD instructional strategies and curriculum to differentiate instruction for English Learners. Targeted interventions and progress monitoring by paraeducators and ELD staff show progress in English language development and increased access to core		\$184,350.00	\$\$92,375

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				instruction. These efforts support Priority 4 through gains in English proficiency, Priority 7 by improving course access, and Priority 8 through demonstrated growth on ELPAC measures.			
1.5	<p>Attendance and Instructional Support ICS will implement attendance incentives, recognition programs, and monitoring systems at the student, class, and grade level to improve average daily attendance (ADA) and reduce chronic absenteeism. This action supports Priority 5 (Pupil Engagement) by improving attendance and participation, and Priority 8 (Other Pupil Outcomes) by reducing chronic absence and supporting equitable learning opportunities.</p>	No Yes	Ongoing Implementation	ICS implemented attendance incentives and monitoring systems, resulting in improved average daily attendance and reduced chronic absenteeism. These efforts support Priority 5 by increasing pupil engagement and Priority 8 by improving equitable access to learning.		\$6,000.00	\$\$2,000

Goal 2

Goal Description

Engagement: Iftin Charter School will engage parents and the community as partners through communication, collaboration, and education to ensure that all students are college ready. Iftin will foster a learning-centered culture dedicated to academic rigor, cultural literacy, and compassion built on the core values of Integrity, Focus, Tolerance, Independence, and Nurturing that will provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Parental Training and workshops	7 Meetings held 2023-24	Fulfilled Monthly Parent Meeting and workshop		Fulfilled Monthly Parent Meeting and workshop	Monthly meeting workshop/training sessions for Parents

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Parental Engagement Parental Involvement in decision-making includes input from parents in programs, activities and procedures. An annual meeting will be held for parents to explain the goals and purpose of title programs and review of complaint procedures.</p> <p>Parents are actively involved and engaged in several key committees and meetings;</p> <ul style="list-style-type: none"> The parent/teachers conferences School Site Council (SSC) English Learner Advisory Committee (ELAC) Local control funding formula (LCFF) Local Control and Accountability Plan (LCAP) school calendar Development Volunteer Program <p>Additionally, ICS will offer a flexible number of parent engagement meetings and parent institute of quality education PIQE to</p>	No Yes	Ongoing Implementation	ICS engaged parents in decision-making through conferences, SSC, ELAC, LCAP/LCFF discussions, and volunteer opportunities. Annual Title meetings, monthly SSC and ELAC meetings, and flexible parent engagement sessions, increased parent participation and awareness of student progress, funding, and		\$157,564.00	\$78,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	implement training. The School Site Council/ELAC will be held once a month to inform parents, student achievement progress, funding status and allow evaluation of plans. The administration will be available daily to answer questions or clarify information.			school programs.			
2.2	<p>Parental Engagement ICS will provide parents with additional support through ongoing educational opportunities and access to technology and language-learning programs to support English acquisition. Parental workshops will focus on equipping families with the skills and resources needed to support their children’s academic success. Topics will include literacy development, positive parenting strategies, and understanding special education processes. These efforts aim to strengthen family engagement and empower parents as partners in their children’s learning.</p>	No Yes	Ongoing Implementation	ICS provided parents with workshops and resources on literacy, parenting, and special education, along with access to technology and language programs, strengthening family engagement and support for student learning.		\$54,076.00	\$\$28,500
2.3	<p>Academic Intervention Iftin Charter School (ICS) will provide intervention support through before-and-after school tutoring for students identified as low-performing, along with a variety of learning supports such as differentiated instruction and targeted interventions for all students as needed. Interventionists will implement the following programs:</p> <p>English Language Development (ELD): Push-in support Reading: Push-in Guided Reading for grades K-5, providing teacher support as needed</p>	No Yes	Ongoing Implementation	ICS has provided before-and after-school tutoring, push-in and pullout interventions for ELD, reading, and math, and enrichment opportunities for all students. Monthly review by the Instructional		\$388,279.00	\$\$208,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Pullout Reading Intervention groups for grades 4-8 Mathematics: Push-in support for grades 3-8</p> <p>Additionally, ICS will offer enrichment and extracurricular opportunities for all students before, during, and after school. The Instructional Leader and Intervention Team will meet monthly to review data and monitor the effectiveness of programs based on student responses to instruction and intervention.</p>			<p>Leader and Intervention Team shows interventions are supporting student learning and responding to individual needs.</p>			
2.4	<p>Community Outreach Iftin Charter School (ICS) is dedicated to fostering strong community ties by hosting a variety of events for our school community. To ensure these events and workshops meet the needs and interests of our parents, ICS will conduct parent surveys and needs assessments.</p> <p>ICS will continue to employ bilingual personnel proficient in Somali-English and Spanish-English to maintain open lines of communication. These personnel will be responsible for:</p> <p>Outreach: Scheduling, coordinating, and facilitating parent meetings Interpretation: Providing interpreting services for IEP and SST meetings Translation: Translating school documents and correspondence into Somali, Spanish, and Arabic Student Recruitment: Recruiting students for enrollment Distribution: Distributing educational materials to the community Support: Assisting families in finding services and supports</p>	No Yes	Ongoing Implementation	<p>ICS has strengthened community engagement through events, parent surveys, and needs assessments. Bilingual staff provide outreach, interpretation, translation, and support services, while Parent Liaisons participate in SSC. Parents receive updates via SchoolMessenger, flyers, calls/texts, agendas, and in-person communication, ensuring families are informed and</p>		\$83,350.00	\$\$51,600

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>The Parent Liaisons, will serve on the School Site Council (SSC) committee. Information will be disseminated to parents through various methods:</p> <p>SchoolMessenger App: Providing updates in English, Somali, and Spanish Informational Flyers: Sending flyers home with students Phone Dialers/Text Messages: Sending important notifications and reminders Meeting Agendas: Sharing agendas for upcoming meetings Face-to-Face Conversations: Engaging with parents directly</p> <p>By utilizing these methods, ICS ensures that all parents are well-informed and actively involved in the school community.</p>			actively involved.			

Goal 3

Goal Description

Conditions of Learning: Iftin will maintain a safe, healthy learning environment by providing sufficient staffing and ensure that each and every child has access to standards-aligned curricula taught by qualified teachers. ICS will create opportunities for students to become interested in school and learning through technology-based activities such as project-based learning, extended extracurricular and expanded learning program involvement, including other enrichment opportunities (arts programs, field trips, assemblies, athletics, etc.). Maintain clean, safe, and appealing facilities conducive to learning.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Maintain 100% of staff trained in use of instructional programs, instructional tools, and assessments.	100%	100%		TBD	100%
3.2	100% of students will have home access to technology.	100%	97%		TBD	100%
3.3	% of students, staff and parents feels safe, engaged and supported.	98%	98%		TBD	100%
3.4	Maintain a suspension rate of less than 2%.	1%	1%		TBD	<1%
3.5	Well maintained school campuses: Facilities Inspection Tool (FIT)	Fair-to-Good repair standard.	Fair-to-Good repair standard.		TBD	Exceed good repair standard.
3.6	100% of staff trained and implementing MTSS concepts and strategies.	100% of staff trained and implementing MTSS concepts and strategies.	96% of staff trained and implementing MTSS concepts and strategies.		TBD	100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Personnel Iftin Charter School will employ the following staff to ensure basic conditions of learning and school safety.</p> <ul style="list-style-type: none"> Administrators School Psychologist 	No Yes	Ongoing Implementation	ICS has maintained a fully staffed school, including administrators, credentialed teachers, specialists,		\$5,793,170.00	\$\$3,050,720

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • 100% of Classroom Teachers are appropriately credentialed and assigned • Education Specialist • Intervention Teachers • School Guidance Counselor • Guidance Deans • Instructional Aides • Office, Clerical, and Administrative Staff • Technology Coordinator • Janitorial and Maintenance Staff • Supervision and Security Staff 			counselors, instructional aides, support staff, and safety personnel, ensuring basic conditions of learning and a safe, well-supported school environment.			
3.2	<p>Curriculum and Instruction ICS will provide standards-aligned curriculum, assessments and high quality instruction to prepare students for college and career ready. All students, including English learners, youth in transition, and those with disabilities will have equitable access to Common Core State Standards-aligned curricula.</p> <p>School Psychologist(s) will provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or modifications as needed, especially for low income, English learner, foster youth and homeless students.</p> <p>ICS will implement effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement.</p>	No Yes	Ongoing Implementation	ICS has provided standards-aligned instruction and supports, ensuring equitable access for all students. School Psychologists have screened and recommended interventions, and targeted supports are helping English Learners make progress in language and academics.		\$73,501.00	\$56,400

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<p>Technology Integration ICS will maintain technology frames that will guide the education program so students can meet the challenges of the 21st Century. ICS will be more reliant on technology for communication, industry, academics, and networking. Iftin will address all technical needs, acquaint students with the benefits and applications for their education and knowledge while preparing them through the use of the computer, software, and the Internet that opens the world of information and learning. ICS will provide educational technologies to improve teaching and learning.</p> <p>ICS will develop and deploy technology in the school including an administrative network that serves as the infrastructure and backbone to classroom instruction. Internet connectivity permits parent and student remote access.</p>	No Yes	Ongoing Implementation	CS has implemented technology frameworks and infrastructure, including SmartBoards, to support 21st-century learning. Students and staff use technology to enhance teaching, learning, and communication, with remote access available for parents and students.		\$105,000.00	\$\$57,053
3.4	<p>School Culture and Climate ICS will provide a safe, supportive, and enriching learning environment for all students. A School Safety Committee will oversee the annual review of the safety plan, ensure staff receive ongoing training in emergency procedures, conduct monthly safety drills, and coordinate campus supervision. To foster a positive school climate, ICS will implement a character education program for all students, with the goal of having at least 95% of students, staff, and parents report feeling safe and supported. Students will also benefit from a variety of enrichment opportunities, including arts, athletics, field trips, and assemblies. The school will maintain clean, well-maintained facilities and implement a Multi-Tiered System of Support (MTSS) to provide academic,</p>	No Yes	Ongoing Implementation	ICS has maintained a safe and supportive learning environment with monthly safety drills, staff training, and active campus supervision. Character education programs and MTSS interventions are in place,		\$225,000.00	\$\$105,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	behavioral, and social-emotional interventions tailored to varying levels of student need.			and students participate in enrichment opportunities. Surveys indicate a positive school climate, and facilities remain clean and well-maintained.			

Goal 4

Goal Description

Equity Multiplier: Long-Term English Learners: Iftin Charter School will improve academic outcomes for Long-Term English Learners (LTELs), identified as the lowest-performing student group in both ELA and Math. ICS will provide expanded ELD instruction, targeted intervention, and enhanced family engagement for LTEL families. Additionally, ICS will address educator credentialing and retention by providing professional development on integrated/designated ELD and supporting teacher credential pathways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	LTEL CAASPP ELA	42.6 points below standard	Reduce gap by 5 points		TBD	
4.2	LTEL CAASPP Math	70.5 points below standard	Reduce gap by 5 points		TBD	
4.3	LTEL ELPAC Progress	49.7%	65% making progress		TBD	
4.4	LTEL Reclassification Rate	12% reclassified	18% reclassified		TBD	
4.5	Teacher Retention	60%	Maintain at =90%		TBD	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Intensive LTEL Intervention Block Provide an additional daily ELD intervention block for LTELs in grades 2–8, focused on academic vocabulary, writing, and math problem-solving.	No Yes	Ongoing Implementation	ICS has implemented a daily ELD intervention block for LTELs in grades 2–8, targeting academic vocabulary, writing, and math problem-solving, supporting increased English proficiency and academic growth.		\$740,823.00	\$\$214,200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	Newcomer & LTEL Family Engagement Host quarterly workshops (Somali, Pashto, Haitian Creole, Spanish) to engage families of LTELs and newcomers. Topics include navigating the education system, supporting literacy at home, and access to mental health/community services.	No Yes		ICS has hosted quarterly multilingual workshops for families of LTELs and newcomers, covering education navigation, literacy support, and access to mental health and community resources, increasing family engagement and support for student learning.		\$15,000.00	\$7,400
4.3	Teacher Development & Credentialing Support Provide coaching and PD on integrated/designated ELD and GLAD strategies. Support teachers pursuing ELD/CLAD authorization	No Yes	Ongoing Implementation	By midyear, three teachers have participated in coaching and professional development on integrated and designated ELD and GLAD strategies. Teachers pursuing ELD/CLAD authorization received targeted support to strengthen instructional practices for English Learners.		\$22,000.00	\$1,500

Goal 5

Goal Description

Iftin Charter School will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate student learning recovery, improve mental health supports, and close gaps caused by the COVID-19 pandemic. ICS will identify students in greatest need through the state Dashboard, benchmark assessments, and attendance data, and provide targeted interventions in literacy, math, and social-emotional well-being.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	CAASPP ELA (LTELs)	42.6 points below standard	Reduce gap by 5 points		TBD	
5.2	CAASPP Math (LTELs)	70.5 points below standard	Reduce gap by 5 points		TBD	
5.3	ELPAC Progress	49.7% making progress	60% making progress		TBD	
5.4	Chronic Absenteeism (schoolwide)	15.3%	<10%		TBD	
5.5	Student SEL Survey (well-being)	Baseline 2024–25	+10% improvement in sense of belonging		TBD	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Targeted Learning Recovery Tutoring Provide small-group tutoring in ELA and Math for identified students (with priority for LTELs, newcomers from Afghanistan/Haiti/Somali, and students performing at “Very Low”/“Low” Dashboard status). Instruction will be delivered by certificated teachers and instructional aides trained in evidence-based strategies.	No Yes	Ongoing Implementation	By midyear, ICS has provided small-group ELA and Math tutoring for priority students, including LTELs, newcomers, and those performing at “Very Low” or “Low” Dashboard levels, delivered by certificated teachers and		\$320,000.00	\$145,225

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				trained instructional aides, supporting targeted academic growth.			
5.2	Expanded Designated ELD Increase daily designated ELD instructional minutes for LTELs and newcomers, supported by bilingual instructional aides and ELD teachers.	Yes	Ongoing Implementation	ICS has increased daily designated ELD instructional minutes for LTELs and newcomers, supported by bilingual instructional aides and ELD teachers, enhancing English language development and academic progress.		\$75,000.00	\$39,750
5.3	Mental Health & SEL Support Counselor to provide trauma-informed care, group counseling for refugee/newcomer students, and professional development for teachers in SEL and trauma-sensitive practices.	No Yes	Ongoing Implementation	Counselor to provide trauma-informed care, group counseling for refugee/newcomer students, and professional development for teachers in SEL and trauma-sensitive practices.		\$140,000.00	\$67,300

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$6,725,319	\$3,362,659
LCFF Supplemental/Concentration Grants	\$1,180,409	\$590,206

Subject: Independent Study Board Policies

Authority and Applicability

These Independent Study Board Policies apply to all pupils participating in independent study at Iftin Charter School and are adopted in accordance with California Education Code sections **51745–51749.6**, as amended.

Each pupil’s independent study program shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee of the School.

Independent study is a voluntary educational alternative to in-person instruction and shall be offered only when it is determined to be in the best educational interest of the pupil.

Pupil Achievement and Engagement Monitoring

Pupil achievement and engagement in independent study shall be monitored using applicable pupil-level measures consistent with **Education Code section 52060(d)(4)–(5)**, including but not limited to:

- Statewide assessments (CAASPP or successor assessments)
- English Language Proficiency Assessments for California (ELPAC), as applicable
- Reclassification rates for English learners
- Attendance rates
- Chronic absenteeism indicators
- Completion of assignments
- Progress toward successful completion of courses
- Teacher determination of academic progress and engagement

Standards-Aligned Instruction and Substantial Equivalence

Instruction provided through independent study shall be:

- **Aligned to California grade-level content standards**, and
- **Substantially equivalent in quality and rigor to in-person instruction**, including access to instructional materials, academic support, and certificated staff.

Assignment Completion Timelines

The maximum length of time that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work shall be:

- **Transitional Kindergarten through Grade 3:** Two (2) weeks
- **Grades 4 through 8:** Two (2) weeks

When special or extenuating circumstances justify a longer period, the CEO or designee may approve an extended timeline **not to exceed eight (8) weeks**, pursuant to a written request with justification.

Independent Study Duration Definitions

For purposes of this policy:

- **Short-Term Independent Study:** Fifteen (15) school days or fewer in a school year
- **Long-Term Independent Study:** Sixteen (16) school days or more in a school year

There is no minimum number of days required to claim average daily attendance (ADA) for independent study participation.

Attendance and ADA Documentation

Attendance for independent study shall be based on:

- The time value of pupil work products, including asynchronous instructional time documented through a computer program or learning management system; and
- Synchronous instruction and live interaction time.

Attendance shall be reported in hours or fractions of hours in accordance with applicable Education Code requirements.

Satisfactory Educational Progress and Missed Assignments

A pupil shall be evaluated to determine whether independent study remains in the pupil's best interest if the pupil:

- Fails to complete **three (3) consecutive assignments** during any period of fifteen (15) school days; or
- Fails to make **satisfactory educational progress**.

Satisfactory Educational Progress Indicators

Satisfactory educational progress shall be determined based on **all** of the following indicators:

- Completion of assignments, assessments, or other evidence that the pupil is working on assigned work
- Evidence that the pupil is **learning required concepts**, as determined by the supervising teacher
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher

Evaluation Records

A written record of the findings of any evaluation conducted pursuant to this section shall:

- Be treated as a **mandatory interim pupil record**
- Be maintained for a period of **three (3) years** from the date of the evaluation
- Be forwarded to another California public school if the pupil transfers, upon request, in accordance with state law

Tiered Reengagement Strategies

For pupils participating in independent study for **fifteen (15) or more school days** in a school year, the School shall implement **tiered reengagement strategies** in accordance with **Education Code section 51747(e)** when a pupil:

- Is not generating attendance for more than **10 percent of required minimum instructional time over four (4) continuous weeks** of the School's approved instructional calendar;
- Is not participatory in required synchronous instruction offerings, as applicable by grade span;
- Is not participatory in instructional activities for a significant portion of scheduled instructional time; or
- Is in violation of the written independent study agreement.

Required Reengagement Procedures

Tiered reengagement strategies shall include, but are not limited to, all of the following:

- Verification of current contact information for each enrolled pupil
- Notification to parents or guardians of lack of participation **within one school day** of the recording of a non-attendance day
- A plan for outreach from the School to determine pupil needs
- Connection to health, mental health, or social services, as appropriate
- A clear standard for requiring a **pupil-parent-educator conference** to review the pupil's written agreement and reconsider the impact of independent study on pupil achievement

A "pupil-parent-educator conference" shall include, at a minimum, all parties who signed the pupil's written independent study agreement.

Live Interaction and Synchronous Instruction

For pupils participating in independent study for fifteen (15) or more school days in a school year, the School shall provide the following opportunities:

- **Transitional Kindergarten through Grade 3:** Daily synchronous instruction
- **Grades 4 through 8:** Daily live interaction and at least weekly synchronous instruction
- **Grades 9 through 12:** At least weekly synchronous instruction

Live Interaction means two-way communication between the pupil and certificated or non-certificated staff for purposes of instruction, progress monitoring, or wellness.

Synchronous Instruction means classroom-style or small-group live instruction delivered in person or virtually involving real-time, two-way communication with the teacher of record.

Transition Back to In-Person Instruction

Pupils participating in independent study for fifteen (15) or more school days in a school year shall be permitted to return to in-person instruction **expeditiously**, and in no case later than **five (5) instructional days** following a request by the pupil or parent/guardian.

Exceptions for Pupils Under Professional Care

Pupils receiving medical treatment or inpatient mental health or substance abuse treatment under the supervision of a licensed professional are exempt from:

- Tiered reengagement requirements
- Live interaction requirements

- Synchronous instruction requirements
- Expedited return-to-in-person timelines

Documentation from the licensed professional shall be maintained by the School.

Written Independent Study Agreements

A current written independent study agreement shall be maintained on file for each participating pupil.

Long-Term Independent Study

For independent study programs lasting **sixteen (16) or more school days**, the written agreement shall be signed **before independent study begins** by:

- The pupil, if eighteen (18) years of age or older
- The parent, guardian, or caregiver, if the pupil is under eighteen (18)
- The supervising certificated employee
- The special education teacher, if applicable

Short-Term Independent Study

For independent study programs lasting **fifteen (15) school days or fewer**, the written agreement may be signed during the school year in compliance with statutory requirements.

Required Agreement Content

Each independent study agreement shall include, but not be limited to:

- The manner, time, frequency, and place for submitting assignments and for communication regarding academic progress
- The objectives and methods of study and evaluation
- The specific resources, instructional materials, and personnel available to the pupil
- Confirmation of access to necessary devices and connectivity
- Assignment completion timelines
- Standards for satisfactory educational progress
- The number of missed assignments allowed before an evaluation is conducted
- The beginning and ending dates of the agreement (not to exceed one school year)
- Credits or other measures of academic accomplishment
- Academic and other supports for English learners, pupils with disabilities, foster youth, homeless youth, and other pupils requiring additional support
- A statement that independent study is voluntary

Written agreements may be maintained electronically and may include subsidiary documents. Electronic signatures are permitted.

Before signing a written agreement, a parent or guardian may request a pupil-parent-educator conference to review educational options, curriculum, and available supports.

Subject: Transitional Kindergarten (TK) Teacher Hiring and Qualifications

Purpose

The Governing Board of Iftin Charter School (“School”) is committed to providing a high-quality Transitional Kindergarten (TK) program that meets the developmental, academic, social, and emotional needs of young learners. To ensure program quality and compliance with state requirements, the Board establishes the following policy governing the hiring, assignment, and qualifications of Transitional Kindergarten teachers.

I. Legal Authority

This policy is adopted in accordance with, including but not limited to, the following provisions of California law:

- Education Code sections 44065, 44256, 48000, and 48000.15
- Applicable regulations of the California Commission on Teacher Credentialing (CTC)
- Any applicable guidance issued by the California Department of Education (CDE)

II. Credential Requirements

1. Authorization to Teach TK

Teachers assigned to Transitional Kindergarten classrooms shall possess a valid credential or permit issued by the California Commission on Teacher Credentialing that authorizes instruction at the kindergarten grade level.

2. Additional Early Childhood Qualifications

Any teacher first assigned to teach Transitional Kindergarten on or after July 1, 2015, shall, by **August 1, 2025**, meet **one or more** of the following requirements, as required by Education Code section 48000:

- At least **24 units** in early childhood education and/or child development
- Comparable **professional experience** in a preschool or early childhood setting
- A **Child Development Teacher Permit**
- An **Early Childhood Specialist Credential** issued by the CTC

3. Compliance Flexibility

The Governing Board may, when authorized by law, approve a resolution providing temporary flexibility or alternative compliance pathways as permitted by statute or state guidance.

III. Hiring and Assignment

1. Selection Process

The CEO or designee shall ensure that Transitional Kindergarten teachers are selected through a hiring process that emphasizes:

- Knowledge of early childhood development
- Experience with developmentally appropriate instructional practices
- Ability to support diverse learners, including multilingual learners and students with disabilities

2. Assignment Decisions

Teachers shall be assigned to Transitional Kindergarten classrooms based on credential authorization, qualifications, experience, and the instructional needs of the program.

IV. Professional Development

The CEO or designee shall provide or facilitate ongoing professional development for Transitional Kindergarten teachers, which may include, but is not limited to:

- Early childhood pedagogy
- Social-emotional learning
- Inclusive classroom practices
- Dual language learner support
- Alignment with preschool learning foundations and kindergarten standards

V. Staffing Ratios

The School shall maintain staffing levels in Transitional Kindergarten classrooms in accordance with applicable state law, including required adult-to-student ratios, and shall adjust staffing as necessary to remain compliant with future statutory changes.

VI. Oversight and Accountability

The CEO or designee shall:

- Ensure ongoing compliance with all credentialing and qualification requirements
- Monitor staffing assignments in Transitional Kindergarten classrooms
- Report to the Governing Board, as requested, regarding TK staffing compliance and workforce needs

VII. Policy Review

This policy shall be reviewed periodically and revised as necessary to reflect changes in law, regulation, or instructional best practices related to Transitional Kindergarten programs.

Subject: Harassment, Discrimination, Intimidation and Bullying Prevention Policy

Harassment, Discrimination, Intimidation and Bullying Prevention Policy
Complaint with the Safe Place to Learn Act

It is the policy of Iftin Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Iftin Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying.

Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived, or singularly or a combination of two or more of the following protected characteristics: race or ethnicity (including ancestry, color, ethnic group identification and ethnic background; race is inclusive of traits associated with race, including, but not limited to, hair texture and protective hairstyles, including, but not limited to, such hairstyles as braids, locs and twists), religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated.

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School. Additionally, the Charter School shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording 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.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, WhatsApp, Slack, Teams, Messenger), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, TikTok, Vimeo).

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The CEO of the School

Complaints may be submitted to the CEO by any of the following methods:

- By phone at 619-265-2411
- By email at yussuf@iftincharter.net

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the CEO, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the CEO and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the CEO and/or Board of Directors will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the CEO shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Parental Notification:

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

Posting

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

The policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status must be translated into the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

Adopted by Iftin Charter School Board: 2/27/26

Subject: Immigration Enforcement Policy

IMMIGRATION ENFORCEMENT POLICY

Adopted by the Governing Board:

I. PURPOSE

Iftin Charter School (“Charter School”) is committed to maintaining a safe and accessible learning environment for all students regardless of immigration status. This policy establishes procedures for responding to on-campus immigration enforcement activities in compliance with California law and the Model Policies issued by the California Attorney General.

II. POLICY STATEMENT

The Charter School shall:

1. Ensure that all students have equal access to education regardless of immigration status.
2. Safeguard the rights and privacy of students and families.
3. Require proper legal authorization before granting access to school grounds, students, or student records.
4. Comply with federal and state law while minimizing disruption to the educational environment.

III. DEFINITIONS

Immigration Enforcement Officer: Any officer or agent from Immigration and Customs Enforcement (ICE), Customs and Border Protection (CBP), or any agency enforcing civil immigration laws.

Administrative Warrant: A warrant issued by a federal immigration officer, not signed by a judge.

Judicial Warrant: A warrant signed by a federal or state judge authorizing search, seizure, or arrest.

IV. PROCEDURES FOR RESPONDING TO IMMIGRATION ENFORCEMENT ON CAMPUS

A. Initial Response

As early as possible, any Charter School personnel who become aware of a request by an immigration or law enforcement officer seeking:

- Access to the school site,
- Access to a student, or
- Access to school documents,

shall immediately notify the Executive Director and/or Operations Manager.

If an immigration enforcement officer appears on campus, personnel must:

1. Inform the officer that the Executive Director/Operations Manager must be notified before proceeding, absent exigent circumstances.
2. Request and document the officer’s credentials (name and badge number) and supervisor contact information.

3. Ask the reason for the visit and document it.
4. Request any documentation authorizing access.
5. Copy and retain all documents provided.
6. If exigent circumstances are declared and immediate access is demanded, comply and immediately notify the Executive Director/Operations Manager.

B. Review of Documentation

If no exigent circumstances exist, personnel shall respond as follows:

1. ICE Administrative Warrant

Personnel shall inform the officer that the Charter School cannot consent without consulting legal counsel or a designated official.

2. Federal Judicial Warrant

Prompt compliance is generally legally required. If feasible, personnel shall consult legal counsel or the Executive Director before granting access .

3. Subpoena

Immediate compliance is not required. Personnel shall forward the subpoena to legal counsel or a designated official and await instructions .

Personnel shall not consent to access except as described above and shall never physically impede an officer. If an officer enters without consent, personnel shall document the officer's actions and, if feasible, accompany the officer while on campus.

V. DOCUMENTATION AND REPORTING

Following any encounter with immigration enforcement officers, personnel shall:

- Prepare written notes of all interactions.
- Provide copies of all documents and notes to legal counsel or the Executive Director .

Documentation must include:

1. Officer credentials and contact information
2. Names of school personnel involved
3. Details of the officer's request
4. Whether a warrant or subpoena was presented and whether it was signed by a judge
5. The Charter School's response
6. Any further action taken by the officer
7. Copies or photos of documents presented

The Executive Director/Operations Manager or legal counsel shall submit a timely report to the Governing Board regarding the incident and the Charter School's response.

Any attempt by immigration enforcement to access the school site or a student shall be reported to the Bureau of Children's Justice at the California Department of Justice (BCJ@doj.ca.gov).

VI. PARENTAL NOTIFICATION

Before a student may be interviewed or searched for civil immigration enforcement purposes, Charter School personnel must obtain written consent from the student's parent or guardian, unless the officer presents a valid judicial warrant or court order.

Parents or guardians shall be immediately notified if a law enforcement officer requests or gains access to a student for immigration enforcement purposes, unless prohibited by a judicial warrant or subpoena restricting disclosure.

VII. TRAINING AND IMPLEMENTATION

The Charter School shall:

1. Provide training to teachers, administrators, and staff regarding:
 - Immigration-related issues,
 - Responding to enforcement officer requests,
 - Protecting student rights.
2. Designate an employee responsible for:
 - Facilitating training,
 - Providing non-legal guidance to families,
 - Coordinating communication with school leadership and government stakeholders.

IX. REVIEW AND COMPLIANCE

The Governing Board shall review this policy periodically to ensure continued compliance with California law and updated Model Policies issued by the California Attorney General.

Policy Adoption

Adopted by Iftin Charter School Board: 2/27/26

Subject: Professional Boundaries Policy

BOARD POLICY

PROFESSIONAL BOUNDARIES POLICY

I. Purpose

Iftin Charter School (“Iftin” or the “School”) is committed to providing a safe, respectful, and academically focused learning environment for all students. The Board of Directors recognizes its responsibility to establish and enforce standards of conduct governing employee behavior to ensure appropriate professional boundaries between staff and students.

The Board expects all employees to conduct themselves in a manner consistent with the highest standards of professionalism and ethical responsibility required of school personnel.

II. Definition of Professional Boundaries

For purposes of this policy, “professional boundaries” are defined as appropriate professional behavior by staff while interacting with students.

Crossing the boundaries of a staff/student relationship constitutes an abuse of authority and a breach of public trust. While supportive relationships between staff and students are essential to student success, interactions must remain professional and appropriately limited with respect to:

- Activities
- Locations
- Communication methods
- Intent and purpose

Employees are responsible for avoiding situations that may create suspicion, misunderstanding, or concern among students, parents/guardians, colleagues, or administrators. Disagreement with the wording or intent of this policy shall not excuse violations and will not be considered a defense in disciplinary matters.

III. Prohibited Conduct

The following behaviors are strictly prohibited. This list is illustrative and not exhaustive.

1. Giving personal or intimate gifts to an individual student.
2. Kissing a student of any kind.
3. Engaging in unnecessary, excessive, or inappropriate physical contact.
4. Intentionally isolating oneself alone with a student without appropriate safeguards.
5. Making, encouraging, or participating in sexually inappropriate comments or jokes.
6. Sharing or soliciting sexually oriented stories or content.
7. Discussing personal or intimate issues with a student to gain emotional support.
8. Allowing students into an employee’s home.
9. Transporting a student in a personal vehicle without authorization and required safeguards.

10. Engaging in any conduct that a reasonable person could interpret as overly familiar, inappropriate, or suggestive.

IV. Expected Professional Practices

The following practices are expected and encouraged to maintain professional boundaries:

1. Maintaining professionalism in all communications (including email, text, learning platforms, and phone communication). Communication must be school-related, appropriate in tone, and limited in scope.
2. Obtaining written parent/guardian consent for school-sponsored activities.
3. Taking precautions when working alone with a student, such as keeping doors open, maintaining visible settings, or involving another staff member when possible.
4. Maintaining appropriate personal space.
5. Correcting students when they attempt to cross professional boundaries.
6. Keeping parents/guardians informed when significant issues arise.
7. Seeking guidance from supervisors in boundary-related situations.
8. Promptly reporting or escalating concerns to administration.
9. Documenting incidents that may develop into serious concerns.
10. Intervening to stop unacceptable behavior by students or staff.
11. Limiting physical contact to appropriate gestures such as brief high-fives or handshakes.
12. Prioritizing professional conduct at all times.

V. Duty to Report

Any employee who reasonably suspects or believes that another staff member has violated this policy must immediately report the matter to:

- The Executive Director/Principal, or
- The Human Resources Representative

Reports will be handled as confidentially as possible under the circumstances. School administration shall conduct a prompt and thorough investigation consistent with applicable law.

Employees are also required to report concerns regarding student behavior that crosses boundaries or where a student may be at risk of abuse, consistent with mandated reporter laws and School policy.

VI. Enforcement

Violations of this policy may result in disciplinary action, up to and including termination of employment, and may be reported to appropriate authorities as required by law.

BOARD CERTIFICATION

The foregoing policy was adopted by the Board of Directors of Iftin Charter School at a duly noticed meeting held on:

Date: _____

Board Chair Signature: _____

Board Secretary Signature: _____

Policy Adoption

Adopted by Iftin Charter School Board: 2/27/26

Subject: School Board Meetings – Brown Act Compliant

Board Governance

School Board Meetings – Brown Act Compliant

Types of Meetings

Regular Meetings

Regular meetings of the Board of Iftin Charter School of **Iftin Charter School (“Board”)** shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law, shall be considered regular committee meetings.

Special Meetings

Special meetings may be called on an as-needed basis by the President of Iftin charter school Board or a majority of the members of the board, consistent with legal requirements.

Emergency Meetings

Emergency meetings may be called by a Board majority when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

Notification of Meetings

Regular Meetings

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting.

The notice and agenda will be posted on the School’s website on the School’s Website homepage through a prominent, direct link. The direct link shall not be in a contextual menu. shall be posted in an open format that meets all of the following requirements: 1) retrievable, downloadable, indexable, and electronically searchable by commonly used internet search applications; 2) platform independent and machine readable; 3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

It is the operations manager’s responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

Special Meetings

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda, and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted on the School's website in line with the posting requirements described for Regular meetings and in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the operation manager's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings.

The agendas will be posted on the School's primary website homepage accessible through a prominent, direct link.

Emergency Meetings

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Agendas

Preparation of Agenda and Process

The CEO or his/her Designee shall be responsible for preparing the agendas for all meetings of the Board.

The CEO/Designee shall include on the agenda items that relate to school business as are requested for inclusion by Board members, and determined by the CEO to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The CEO and/or Board president shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board. Placement of any item on the agenda is in the sole discretion of the CEO and/or Board president.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the CEO's office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the CEO may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided there is new and relevant information on the topic. Discussion at the meeting is limited to determination of whether to reconsider the agenda topic at the next Board meeting.

Contents of the Agenda

In preparing the agenda, the CEO shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s) if using the original teleconferencing rules;
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The CEO is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda, if possible.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the CEO. If such materials are prepared by a third-party, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

If written materials are provided to a majority of Board members less than 72 hours in advance of a regular meeting, the writing is to be available to the public for inspection at that time. The School's administrative offices located at 5465 El Cajon Blvd. San Diego, CA 92115 are designated for this purpose, which shall also be identified on the agenda. Additional processes for these written materials may be followed in accordance with Government Code section 54957.5(b)(2)(B).

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one-half hour, unless additional time is granted by the Board. At the discretion of the president, individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals will be granted 2 minutes each for public comment. Individuals who utilize a translator will be given twice the allotted time to a member of the public to ensure that non-English speakers receive the same opportunity to directly address the Board. If the Board makes available simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, this additional time allotment does not apply.

Limits on public comment: The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make personal impertinent, slanderous or profane remarks to any Board member, staff or the general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the president or a Board majority, be barred from the audience before the Board during that meeting. **[Note: The Board may not prohibit public criticism of the policies, procedures, programs or services of the agency, or of the acts or omissions of the Board.]**

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible, and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session. **[Note: The board may also establish a procedure to readmit an individual(s) not responsible for willfully disturbing the orderly conduct of the meeting.]**

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

Disorderly Conduct: The presiding member of the Board, or their designee, may remove, or cause the removal of an individual for disrupting the meeting. Prior to removing the individual, the presiding member or designee shall warn the individual that their behavior is disrupting the meeting and that their failure to cease the behavior may result in their removal. The presiding member or designee may then remove the individual if they do not promptly cease their disruptive behavior. Disrupting means engaging in behavior during a meeting of a legislative body that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, one of the following: A failure to comply with reasonable and lawful regulations adopted by the Board or any other law or engaging in behavior that constitutes use of force or a true threat of force.

Time for public comment: All public comment concerning all matters shall be heard immediately after the meeting is called to order and prior to the formal discussion of the agenda topics by the Board and consideration of action. **[Note: This portion of the policy is drafted to facilitate completion of all public comment at the beginning of the meeting. This section is discretionary – for regular meetings, the school may want to have a separate general comment period at the beginning of a meeting and then specific public comment on particular agenda items before each agenda item is discussed and/or decided.]**

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, citizens seeking to address the Board on an item on the agenda or during time allocated for public comment shall complete the card, "Request to Address the Board" (located in the Board Meeting Room), and give it to the president or Board Secretary, or their designee.

Board Members at Meetings

Board discussion: For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Certain discussions prevented in special meetings and required announcements in regular meetings: The Board may not discuss in any special meetings the salaries, salary schedules or compensation paid in the form of fringe benefits of the CEO or department heads (or other identified head of the School). This limitation, however, does not apply to the Board calling a special meeting to discuss the School's budget. Prior to taking final action, the Board shall orally report a summary of a recommendation for a final action on the salaries, salary schedules or compensation paid in the form of fringe benefits of the School's CEO and department heads during the open regular meeting in which the final action is to be taken.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists (as defined by Govt. Code section 54956.5); 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the president shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1.

Minutes of Board Meetings

Open session meetings: The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion, including the vote or abstention of every Board member present. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

Closed session meetings [Note: minutes are not required to be kept for closed session meetings; if they are kept, there are rules that apply as articulated below.]: The Board designates the operations manager to attend each closed session of the Board and keep and enter in a minute book a record of topics discussed and decisions made at the meeting. The minute book for closed session is not a public record subject to inspection and shall be kept confidential. The minute book shall be available only to Board members, or when otherwise required by law. The minute book may, but need not, consist of a recording of the closed session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the full Board. No act of the Board is valid or binding unless a majority of all members concur therein.

Should there be less than a majority of the Board present at any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue or recontinue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

Teleconferencing Options

A. Original Teleconferencing Rules

Teleconferencing of board meetings or committee meetings are permitted for the benefit of the public and of the board or committee. Teleconferencing may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the board or committee. All votes taken during a teleconferenced meeting shall be by rollcall. The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the board or committee. The board or committee shall give notice of the meeting and post agendas as otherwise required by the Brown Act and the agenda shall be posted at all teleconference locations. Members of the public shall be allowed access to the meeting and the agenda shall provide an opportunity for members of the public to address the board or committee directly and each location shall be accessible to the public. During the teleconference, at least a quorum of the members of the board or committee shall participate from locations within the boundaries of the territory over which the school exercises jurisdiction. GC 54953(b).

B. Just Cause Teleconferencing Rules

A member of the board, CEO or committee may participate from a teleconferenced location for “Just Cause.” “Just Cause” means any of the following: 1) Childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner (as those terms are defined in Government Code section 12945.2) that requires them to participate remotely; 2) A contagious illness that prevents a member from attending in person; 3) A need related to a physical or mental condition that is not subject to Government Code section 54953(c); 4) Travel while on official business of the school or another state or local agency; 5) An immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner of the member that requires the member to participate remotely; 6) A physical or family medical emergency that prevents a member from attending in person; 7) Military service obligations that result in a member being unable to attend in person because they are serving under official written orders for active duty, drill, annual training, or any other duty required as a member of the California National Guard or a United States Military Reserve organization that requires the member to be at least 50 miles outside the boundaries of the school.

In order to use “Just Cause” to participate via teleconference, the following rules apply:

- At least a quorum of the members of the board or committee participates in person from a singular physical location clearly identified on the agenda, which location is open to the public and situated within the boundaries of the territory over which the School exercises jurisdiction;
- The member participating via teleconference notifies the board or committee at the earliest opportunity possible, including at the start of the regular meeting of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting;
- The member shall participate through audio and visual technology;
- No member of the board/committee may participate by teleconference from a remote location for just cause more than two meetings per year.
- No member of the board/committee may participate by teleconference from a remote location for just cause more than five meetings per year.
- No member of the board/committee may participate by teleconference from a remote location for just cause more than seven meetings per year.
- The minutes for the meeting shall identify the specific reason for the member’s participation for just cause relied upon to participate remotely.
- Members of the public must be able to remotely hear and visually observe the meeting and address the board/committee.
- The agenda needs to identify how the public may access the meeting and offer public comment, including an opportunity for all persons to attend via a call-in option or an internet-based service option.

- If a disruption prevents the board or committee from broadcasting the meeting to members of the public, or in the event of a disruption within the school's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the board or committee shall take no further action on items appearing until public access is restored.
- Public comment opportunities follow the requirements of Government Code section 54953.8(b)(6)(A), (B) & (C).
- A member of the board or committee shall publicly disclose at the meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the member and the general nature of the member's relationship with those individuals.

C. State of Emergency Teleconferencing Rules

A board or committee may conduct teleconference meetings during a proclaimed state of emergency or local emergency, to do either of the following: 1) For the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; 2) After a determination described in (1) is made that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees. In order to conduct teleconferenced meeting during a proclaimed state of emergency or local emergency, the following requirements must be met:

- If the state of emergency or local emergency remains active, in order to continue to teleconference, the board or committee shall, no later than 45 days after teleconferencing for the first time, and every 45 days thereafter, make specific findings by majority vote as articulated in Government Code section 54953.8.2(b)(1) & (2).
- The board or committee may elect to use a two-way telephonic service without a live webcasting of the meeting.
- The agenda needs to identify how the public may access the meeting and offer public comment, including an opportunity for all persons to attend via a call-in option or an internet-based service option.
- If a disruption prevents the board or committee from broadcasting the meeting to members of the public, or in the event of a disruption within the school's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the board or committee shall take no further action on items appearing until public access is restored.
- Public comment opportunities follow the requirements of Government Code section 54953.8(b)(6)(A), (B) & (C).
- A member of the board or committee shall publicly disclose at the meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the member and the general nature of the member's relationship with those individuals.

D. Eligible Subsidiary Body Teleconferencing Rules

Eligible subsidiary bodies may conduct a teleconference meeting. An eligible subsidiary body is a legislative body as defined in Government Code section 54952 and serves exclusively in an advisory capacity. The following rules apply for eligible subsidiary bodies to hold meetings by teleconference.

- The subsidiary body shall designate one physical meeting location within the boundaries of the board where members of the subsidiary body who are not participating remotely shall be present and members of the public may physically attend, observe, hear, and participate in the meeting.
- At least one staff member of the subsidiary body or board shall be present at the physical meeting location during the meeting. The agenda shall be posted at the physical meeting location, but need not be posted at any remote location.
- A member of the subsidiary body shall visibly appear on camera during the open portion of a meeting that is publicly accessible via the internet or other online platform.
- The visual appearance of a member of the subsidiary body on camera may cease only when the appearance would be technologically infeasible, including, but not limited to, when the member experiences a lack of reliable broadband or internet connectivity that would be remedied by joining without video. In that instance, the member shall announce the reason for their nonappearance prior to turning off their camera.

- In order to use teleconferencing by a subsidiary body, the board of Iftin Charter School shall make the following findings by majority vote before the subsidiary body uses teleconferencing for the first time, and every six months thereafter:
 - The board of Iftin Charter School has considered the circumstances of the subsidiary body
 - Teleconference meetings of the subsidiary body would enhance public access to meetings of the subsidiary body, and the public has been made aware of the type of remote participation, including audio-visual or telephonic, that will be made available at a regularly scheduled meeting and has been provided the opportunity to comment at an in-person meeting of the board of Iftin Charter School authorizing the subsidiary body to meet entirely remotely
 - Teleconference meetings of the subsidiary body would promote the attraction, retention, and diversity of subsidiary body members
- Once the board of Iftin Charter School makes the foregoing findings, the subsidiary body shall approve the use of teleconferencing by majority vote before using teleconferencing

A subsidiary body using teleconferencing may request to present any recommendations it develops to the board of Iftin Charter School. Upon receiving that request, the board of Iftin Charter School shall hold a discussion at a regular meeting held within 60 days after the board of Iftin Charter School receives the request, or at the next regular meeting after the request is received. This discussion shall not be placed on a consent calendar. The board of Iftin Charter School shall not take any action on any recommendation until the next regular meeting of the board of Iftin Charter School following the discussion described herein.

Adopted by Iftin Charter School Board: 2/27/26

Subject: Smart Phone Policy

BOARD POLICY

Policy for Smartphones on School Campuses

In accordance with California law requiring charter schools to adopt and periodically update policies regulating student smartphone use, the Board of Directors of Iftin Charter School adopts the following policy to limit student use of smartphones while students are on campus, attending school-sponsored activities, or under the supervision and control of school employees.

This policy shall be reviewed and updated at least every five (5) years.

The purpose of this policy is to promote student learning, minimize instructional disruptions, protect student privacy, and support student mental health and well-being through responsible and evidence-based smartphone practices.

Nothing in this policy authorizes Iftin Charter School to monitor, collect, or access information related to a student's online activities.

Section I: Limits on When Smartphones May Be Used

1. Smartphones are prohibited during instructional time unless expressly authorized by a teacher for instructional purposes.
2. Smartphones may be used before school and after school.
3. During lunch and passing periods, smartphones may only be used in designated areas as determined by school administration.
4. Smartphones must remain powered off or on silent mode (not vibrate) during the school day unless permitted by staff.

Section II: Location Restrictions

1. Smartphones shall not be used in classrooms unless authorized by the supervising teacher.
2. Smartphones are strictly prohibited in bathrooms, locker rooms, and other private areas.
3. Use during assemblies, testing, and school-wide events is prohibited unless specifically permitted.

Section III: Storage Requirements

During instructional time, students must:

- Keep smartphones powered off or on silent (not vibrate), and
- Store devices out of sight in backpacks, lockers, or teacher-designated storage areas (e.g., classroom phone caddies or lockable pouches if implemented).

Failure to comply with storage requirements constitutes a violation of this policy.

Section IV: Enforcement

Violations of this policy shall result in progressive discipline consistent with the school's Student Discipline Policy:

1. First Violation: Verbal warning and redirection.
2. Second Violation: Temporary confiscation (returned at end of class or school day).
3. Third Violation: Confiscation and parent/guardian notification.
4. Repeated Violations: Administrative intervention and additional consequences as appropriate.

The administration shall ensure consistent and equitable enforcement of this policy.

Section V: Exceptions

Students shall not be prohibited from possessing or using a smartphone under the following circumstances:

1. In the event of an emergency or perceived threat of danger.
2. When a teacher or administrator grants permission for instructional or school-related purposes.
3. When a licensed physician determines that possession or use is necessary for the student's health or well-being.
4. When required pursuant to a student's Individualized Education Program (IEP) or Section 504 Plan.

Policy Adoption

Adopted by Iftin Charter School Board: 2/27/26